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ABSTRACT

This annotated bibliography identifies over 100 resources available through the ERIC system. It focuses on the improvement of inservice or preservice teacher training for the purpose of fostering intercultural awareness, intergroup understanding, and global solidarity. Topics listed include international understanding via student teaching abroad, developing creative materials for teaching the culturally different child, evaluation of curriculum materials, and reviews of literature related to segregation and racism. Some descriptions of training institutes for teachers and school administrators are also included. Entries for the bibliography were located in the ERIC system from 1966-1976. Information is included on author, title, institutional source, publication date, number of pages, ERIC accession number, and availability from the ERIC Document Reproduction Service. A 200-word abstract and ERIC descriptors are included. (KC)

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TOWARDS INTERGROUP AND GLOBAL SOLIDARITY VIA TEACHER TRAINING

Teacher training as a vehicle in fostering intercultural awareness, intergroup understanding, and global solidarity: A collection of abstracts

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Compiled within the Malmö Project on Equality Attitudes
by Åke Bjerstedt and Evy Gustafsson

Bjerstedt, Å. & Gustafsson, E. (Eds.) Towards intergroup and global solidarity via teacher training. Pedagogisk dokumentation (Malmö, Sweden: School of Education), No. 60, 1978.

A number of reports related to teacher training as a vehicle in fostering intercultural awareness, intergroup understanding and global solidarity are listed. For each report a brief abstract is given together with notes on availability. The reports are from the period 1966-1976, and most can be ordered as ERIC documents. The information presented has been collected from ERIC Resources in Education and slightly edited for this issue.

Keywords: Abstracts, bibliography, human relations, instructional materials, intercultural awareness, intergroup relations, multicultural education, racial integration, teacher training, worldmindedness.

SO 011 113

Introductory notes

A number of reports related to teacher training as a vehicle in promoting intergroup and global solidarity are listed. Although relevant to this topic, we have usually not included more general treatments of human relations training in school. There is also, among U.S. reports in this area, a very large number of descriptions of training institutes for teachers and school administrators working on local desegregation problems. We have only included a few examples of these. - Hence, most reports presented deal with attempts to improve pre-service or in-service teacher education in respect to making teachers better prepared to foster intercultural awareness, intergroup understanding, and global solidarity.

The reports are from the period 1966-1976, and most can be ordered as ERIC documents. For each reference, information is presented in four paragraphs:

In the first paragraph standard bibliographical information is given: author's surname and initial(s), title of report, institutional connection (publisher, university department etc.), year of publication, number of pages (Pp.).

In the second paragraph notes on the availability of the report are presented. MF and HC after the ED number indicate that microfiche (MF) and hard copy (HC) can be ordered through ERIC (and when doing so, the ED number should be used to facilitate identification). Sometimes only MF is available. When neither MF nor HC can be ordered through ERIC, some other source is always given.

In the third section a brief content description is given, followed by some keywords (descriptors) in the fourth and final paragraph. These and other pieces of information have been collected from the ERIC issues, but are usually slightly edited and abbreviated.

Prices of documents have not been quoted, since these are subject to change over time. However, prices of microfiche and paper copy from ERIC Document Reproduction Service (P.O. Box 190, Arlington, Virginia 22210, USA) can be estimated via the information on pages given here and the prices quoted in a recent issue of "Resources in education". Swedish users may obtain microfiches from Statens psykologisk-pedagogiska bibliotek (P.O. Box 23099, 104 35 Stockholm).

For readers who may like to use the present bibliography for own cumulative purposes, tearing it apart and inserting new references, we have chosen a format of one reference per page (and no print on the back side).

Obviously, there is a close relationship between what we have called here "intergroup and global solidarity" and the concept of "peace education". Hence, we may also refer the reader to our earlier collection of abstracts, entitled "Towards peace education" (Pedagogisk dokumentation, No. 55, 1977).

Abramowitz, N. The dimensions of international education in New York State. Albany, N.Y.: New York State Education Dept., 1970. Pp. 37.

ED 073 014, MF & HC

This paper describes the work of the Center for International Programs and Comparative Studies in elementary and secondary education. The Center is charged with the responsibility for strengthening opportunities and resources for the study of "non-Western" culture in the schools, colleges, and universities of New York state, and with promoting opportunities for educational exchange. Objectives of international education instruction are to make cultural diversity appreciated, understood and accepted; to contribute to self understanding; and to broaden aesthetic and humanistic sensibilities. Information is included on the Center's funding, rationale for the programs, and inservice education programs. A variety of inservice programs encourage curriculum development; introduce projects for those who teach subject content which infuse cultural data; sponsor research programs; include scholar-teacher programs; developing suggestive rather than prescriptive curriculum guides for teachers, encouraging local educational agencies to produce curriculum materials which will be responsible to local needs, and helping students develop empathy for other peoples.

Keywords: Cross cultural studies, cultural awareness, cultural centers, cultural pluralism, inservice teacher education, intercultural programs, international education, international programs, teacher education.

A curriculum guide for human relations education in Oklahoma schools. Oklahoma City: Oklahoma Curriculum Improvement Commission, 1971. Pp. 48.

ED 064 487, MF & HC

Developed by a state committee on human relations for administrators, classroom teachers, special service personnel etc., this curriculum guide contains ideas and suggestions for implementing principles of human relations into the educational system. Major sections discuss: (1) The American democratic society, (2) Major areas of concern or conflict in human relations, (3) What "Good human relations" means, and (4) Improving human relations understanding in the school. The guide also contains nine resource units for different grade levels, which cover such topics as understanding different cultures, developing self concepts etc., and five inservice teacher training programs, which cover such topics as black music, desegregation, integration, and Indian education. Included with the resource units and inservice programs are concepts to be developed, behavioral objectives, learning activities, and educational resources. A self evaluation form for teachers and administrators is also included.

Keywords: Behavioral objectives, curriculum guides, educational resources, elementary grades, human relations, human relations programs, inservice teacher education, resource guides, secondary grades.

Adult education training handbook for cultural awareness. Washington, D.C.: BLK Group Inc., 1975. Pp. 106.

ED 110 628, MF & HC

The handbook provides a framework for planning and conducting a cultural awareness training program for adult education personnel. There is consideration of the problems of: training goals and objectives; design of the instructional program; preparation, coordination, and approval of a training memorandum; and planning, supervision, evaluation, and follow-up of the training effort. There is a detailed outline of a three-day program in cultural awareness; the outline includes short lectures and audiovisual materials that deal with the topics: cultural awareness in America, stereotyping, implications of culture for adult education, culture conflict and curriculum, cross-cultural communication, and getting in touch with feelings. The outline also includes instructional suggestions, lists of materials needed, and recommended readings. Approximately two-thirds of the handbook is devoted to the following appendixes: suggested material for a training notebook, suggested material to be distributed at an adult educators' workshop, an annotated bibliography of both printed and audiovisual materials related to cultural awareness, and a guide to the effective use of audiovisual materials.

Keywords: Adult education, audiovisual aids, cross cultural training, cultural awareness, culture conflict, curriculum planning, guidelines, program design, program planning, stereotypes, teacher education, teacher workshops, training objectives, training techniques.

A human relations curriculum development project created by the PACE Association. Cleveland, Ohio: Program for Action by Citizens in Education, 1970. Pp. 7.

ED 045 557, MF & HC

After two years of experimental teaching and research in suburban high schools, the Cleveland area Human Relations Curriculum Program is being expanded to include the inner-city and elementary schools. In an attempt to increase man's ability to get along with his fellow man, it employs a multimedia approach including films, documentaries, news clips, novels, plays, and role playing. Each teacher is required to participate in local university summer training institutes which includes sensitivity training, media workshops, instruction in inductive methods, and techniques for handling student response. Curriculum guides provide secondary teachers a basis for planning their course. Unit 1, "The Individual and Tolerance", attempts to clarify student self-perceptions. Through various uses of media teachers help students answer who they are, how they feel about themselves, and what their values are. Unit 2, "Prejudice, Justice, Poverty, and Religion", helps the student look at himself in relation to other people and situations for a redefining of what he is and wants to be. Unit 3, "White and Black Race Issues", is a search for answers concerning proper values and behavior with discussion of such topics and solutions as religion, government, and family. The climax, at different times for each student, is some variation on the theme of "What Can I Do?"

Keywords: Courses, curriculum development, experimental curriculum, high school curriculum, human relations.

Alley, R. Simulation as an inservice technique in the integration process. 1974. Pp. 15.

ED 109 106, MF & HC

Public schools have both a legal and a moral obligation to be involved in the process of integration. It is assumed that changes in teacher attitudes affect changes in student attitudes; an inservice program which assists teachers in changing their attitudes toward integration is, therefore, important. Certain hypotheses may be stated concerning the advantages of simulation in inservice programs. The most important is that transfer of learning occurs. Other advantages include (a) the establishment of a "danger-free environment", which allows the teacher to make a mistake without doing irreparable harm to the students' learning; (b) the ability to rerun situations and thus try different solutions to solve the problem under study; (c) the ability to reproduce problems which are not reproducible at will in a real life situation; and (d) the opportunity to deal with problems which may not be faced with any regularity in a real life situation but which do occur. Some available simulations are (a) those developed at the University of Tennessee for Valley Brook Elementary School and Lakemont High School, (b) Cruickshank's Inner-City Simulation Laboratory, and (c) a simulation called "Confrontation" developed by the Far West Regional Education Laboratory.

Keywords: Changing attitudes, inservice teacher education, problem solving, racial integration, role playing, school integration, simulation, student attitudes, teacher attitudes.

A proposal by the Student National Education Association and the Southwestern Cooperative Educational Laboratory. A student teacher live-in Indian project. Washington, D.C.: Student National Education Association. Pp. 6.

ED 027 278, MF & HC

A live-in project for 10 prospective teachers at the Canoncito Navajo Reservation (Laguna, N. Mex.), commencing in February 1969 with participant recruitment by reservation representatives and the Southwestern Cooperative Educational Laboratory is designed to determine the contribution of the student teachers to the Indian community and to assess the potential for personal sensitivity growth and teacher education reform through such cross-cultural exposure. Students will participate in a week's orientation phase designed to provide a general ethnological understanding of Navajo culture and of the particular reservation tribe, basic use of the Navajo language, personal awareness through sensitivity training, and a pre-live-in experience to determine individual student needs. During the subsequent six-week live-in each student, paired with a community member, is responsible for assisting school personnel, working with community development programs under Tribal Council guidance, developing an awareness of the community's educational problems or achievements, and keeping a personal log. Upon project completion, each student is expected to develop a curriculum of supplementary cross-cultural experiences. An illustrative film and formal evaluation by the Educational Laboratory are expected.

Keywords: American Indians, cross cultural training, education majors, project applications.

Banks, S.L. Inquiry techniques in teaching a multi-ethnic social studies curriculum. Baltimore, Md.: Baltimore City Public Schools, 1974. Pp. 68.

ED 102 074, MF & HC

The material presented in this publication is an outgrowth of an inservice program focusing on multi-ethnicity. The emphasis was two-fold: (1) to provide teachers with an in-depth exposure to the methodology utilized in the inquiry process via lectures and demonstration lessons, and (2) to provide teachers with a concentrated and systematic program approach to ethnic studies in the K-12 social studies curriculum. The authors of the 13 articles in this document were the consultants for the program. Articles deal specifically with American Indians, Jews, and black Americans in United States history, as well as general ethnic concepts. The document also contains strategy models and practical considerations for effective inquiry teaching. Other topics deal with cultural pluralism, the melting pot theory, the theories of Christopher Jencks, and a critical assessment of the Kerner Report. Considerations on the use of community resources and school community relations in ethnic studies conclude the work.

Keywords: Cultural pluralism, curriculum, curriculum development, educational programs, elementary secondary education, ethnic studies, inquiry training, inservice education, inservice programs, intercultural programs, school community relationship, social studies, teaching techniques.

Baty, R.M. Education for cultural awareness. Riverside, Calif.: California University, 1971. Pp. 33.

ED 056 153, MF & HC

This report points out the needs for teacher education in the area of cultural awareness. The report questions the utility of the melting-pot image for America; it expresses the belief that ethnic, racial, and cultural differences do exist, and that educators ought to recognize, value, and reward these differences. The multi-ethnic or pluralistic model is proposed as a more relevant educational model for the 1970's. Work in training teachers in this area is described.

Keywords: Cultural awareness, cultural differences, cultural pluralism, ethnic relations, racial differences, school integration, self concept, teacher education.

Baty, R.M. Reeducating teachers for cultural awareness: Preparation for educating Mexican-American children in Northern California. New York: Praeger, 1972. Pp. 147.

ED 066 545; available from Praeger Publishers, New York (not from EDRS)

This is a report of an action-research study, designed to determine the effect of exposure to cultural, social, and economic diversity on selected attitudes of elementary school teachers. The research developed two thrusts. One was to investigate the effects of exposure to the usual classroom situation on teacher tolerance and teacher optimism. The other was to investigate the effects of exposure to an in-service training program, in addition to the usual classroom situation. Among the dependent variables were optimism about pupil and tolerance of minority self-assertiveness. The goals of the inservice training program were to increase the teacher's understanding of the cultural background of the Mexican-American child, and to help the teacher find ways to increase the child's self-esteem. The goals would be accomplished, it was assumed, if teachers who participated became aware of their cultural blinders -- their own assumptions -- and became more concerned to learn about the cultural backgrounds of all their youngsters, not just Mexican-Americans. The course consisted of ten three-hour evening sessions held in a local school. Each session had three parts: (1) Lecture; (2) Question-and-answer period, followed by a coffee break; and (3) Discussion groups.

Keywords: Changing attitudes, cultural awareness, cultural education, culturally disadvantaged, disadvantaged youth, inservice teacher education, Mexican Americans, program evaluation, self esteem, socially disadvantaged, student teacher relationship, teacher attitudes.

Beckles, M. Teaching abroad. New York, N.Y.: Institute of International Education, 1973. Pp. 68.

ED 100 723; available from Institute of International Education, 809 United Nations Plaza, New York (not from EDRS)

Designed for those interested in teaching abroad, this book describes opportunities available through government agencies and multinational organizations which sponsor or coordinate international educational projects. The opportunities range from kindergarten to college teaching. The publication is divided into the following sections: (1) U.S. Government Programs; (2) Foreign Government Programs; (3) Multinational Programs; (4) International Corporation Programs; (5) Private Associations and Schools; and (6) Volunteer Teaching Opportunities. Academic requirements, application procedures, length of employment, working permits, and salaries are described for each program. A listing of books and periodicals which provide further information are also included. Addresses of regional offices of the Institute of International Education are presented.

Keywords: Elementary education, higher education, intercultural programs, international education, resource materials, secondary education, teacher employment, teacher exchange programs, teaching.

Berne, J.H. Institute for secondary school teachers to seek methods of increasing intercultural understanding. Washington, D.C.: Office of Education, 1969. Pp. 26.

ED 032 276, MF & HC

Twenty-four secondary teachers from six New England public schools and six private preparatory schools in the same towns participated in a ten-day seminar on Intercultural Understanding Through Education. The aim was to establish cooperative arrangement between public and private schools whereby programs in the improvement of intercultural understanding can be developed, programs which could serve as models for other schools. Discussion and postseminar questionnaires and letters produced these findings: that interest in intercultural problems is great, that such problems exist within as well as across national boundaries, and that U.S. black-white problems might be approached as intercultural problems, but that teachers lack adequate background,preservice training, financial means for study, materials, resources, and support of school administrators to teach effectively in this area. Intercultural education might be improved by the establishment of (1) programs and a pilot information center to develop materials at the secondary school level; (2) summer institutes, conferences, and fellowships for inservice teachers; (3) pilot projects to set up a preservice program and a regional office to coordinate cooperative programs between public and private schools.

Keywords: Cross cultural studies, high school curriculum, inservice teacher education, international education, secondary school teachers, teacher seminars.

Bilingual-bicultural program for elementary teachers. Goshen College, Ind., 1975. Pp. 9.

ED 120 176, MF & HC

Since 1968, Goshen College has been offering a program in international education. Called the Study-Service Trimester (SST), the program provides possibilities for direct experience of culture shock by exposing students to first-hand, live experiences and confrontations in unfamiliar environments. As part of their general education, elementary education students participate in SST assignments specially fitted for the future teacher in the classroom. Scheduled during the sophomore or junior year of college, SST combines the general studies component with early field work in the middle college years of professional studies. Students generally locate in Caribbean or Central American countries, where they study, work, and interact as a unit, while living in the homes of nationals. The faculty director coordinates a seven-week study program in language study, field trips, and readings and lectures in history, the arts, government, and education. During the second half of the term, students are assigned to Peace-Corps-like projects where they work side by side with nationals. Elementary education students are assigned to schools and children's homes for their work experience. Students keep daily journals, stimulating them to interpret and reflect upon the total experience. The college grants each student who satisfactorily completes SST ten credits in language, social science, and humanities. Additional credits may be earned for language proficiency.

Keywords: Biculturalism, bilingual education, comparative education, cross cultural studies, cultural differences, foreign culture, higher education, intercultural programs, international education.

Boyce, E.R. An exploratory study of two in-service training programs for twenty teachers on race and poverty in the inner city. (Ed. D. dissertation.) Boston, Mass.: School of Education, 1972. Pp. 293.

ED 084 332, MF & HC

This report tries to answer the question, "Can change be brought about in teachers' attitudes and their students' attitudes toward racial difference and economic deprivation after the teachers have been exposed to in-service training programs?" Twenty teachers representing grades kindergarten through high school participated. Two in-service programs were compared. The study design provided for ten teachers to live in a ghetto for five days and ten teachers in a classroom setting, to study about racial difference and poverty as it existed in the local community. Members of the latter group were exposed to some group dynamics training. The second week of the workshop, both groups of teachers, working separately, developed units to be taught to their social studies students. These units were studied by curriculum specialists to determine if there were any discernable difference in their content or structure. All teacher participants were psychologically evaluated in a pre-test, post-test design, with 12 months' lapse in testing. Sixteen teachers taught their social studies students, a population of 537, a month long unit entitled "Race and poverty in the inner city." Teachers were asked to administer to their students in a pre-test, post-test design, three questions: What is a city, What is poverty, and Who is a Negro? A ten percent sample of students' replies was selected randomly for study.

Keywords: Changing attitudes, curriculum development, inner city, inservice teacher education, racial attitudes, school community relationship, social studies, student attitudes, teacher attitudes, urban teaching.

Buchanan, R. Overview: Title III ESEA intergroup relations in-service project. Madison, Wis.: Madison Public Schools, 1972. Pp. 16.

ED 067 353, MF & HC

Inequities and injustices exist as a way of life for many minority groups. It is suggested here that the need for education in intergroup relations is greatest in predominantly white communities and, moreover, in schools which have heretofore perpetuated intergroup conflict and inequalities. Schools are in a unique position to help young people develop a humanistic attitude toward others by re-educating teachers in white communities as a way of attacking the roots of racism. A model for inservice training in intergroup relations is presented as a strategy to provide educators with an understanding of the forces of racism, prejudice, and discrimination. Implementation of the inservice program consists of three major aspects which focus on cognition, affect, and behavior. The model can best be described as the normative-re-educative strategy that assumes man is rational and intelligent - and that changes in norms involve changes in attitudes, values, skills in relationship to one another, and changes in one's thinking patterns stemming from new knowledge. Lastly, a research design is presented to evaluate the effectiveness of the inservice program.

Keywords: Educational change, evaluation methods, human relations, inservice teacher education, intergroup relations, racial integration, social change, teacher education.

Burger, H.G. Ethnic live-in: A guide for penetrating and understanding a cultural minority. Kansas City, Mo.: University of Missouri, 1969. Pp. 63.

ED 045 583; available from Bookstore, University of Missouri, Kansas City, Mo. (MF only from EDRS)

This guidebook to learning procedures in cultural sensitivity and ethnographic data-gathering is designed for professionals and preprofessionals whose duties involve ethnics. It is specifically suggested for use by "intermittent" ethnographers (those who may use weekends and vacations to study ethnic enclaves both within large cities and in the countryside) such as teachers, and social workers. The various sections of the guide deal with the nature of field-work, definitions, why you should observe an ethnic community, how to identify the available ethnicities, how to select an observable community, what study to do in advance, what equipment to take, how to program your visits, how to explain your mission, how to select an introducer, how to arrive in the selected community, how to select informants, how to seek the information you desire, how to observe, how to sample, how to interview, how to repay those who aid you, what to record, how to record observations, how to respond to ethnic initiatives, how to process your data, what to do with your observations. Included are a 250-item index and a 52-item bibliography on field work, many of the entries themselves bibliographies.

Keywords: Behavioral science research, ethnic groups, ethnology, field studies, research methodology, research opportunities.

Carl, M.E. & Jones, L.W. Some preliminary observations regarding the Minnesota state human relations requirement and its effect on in-service teachers. 1972. Pp. 10.

ED 083 202, MF & HC

In reaction to objections from minority groups in Minnesota regarding the way they were portrayed and treated in the public schools, the state adopted Education 521, the Human Relations Component, in all programs leading to either initial certification or recertification in education. It was the task of this study to determine the effects of human relations training on teachers participating in such a class. A questionnaire was given to participants at the final meeting. The results indicated that the participants felt that the topics were appropriate to their needs; a majority felt that role playing and simulation games were helpful for understanding other people's feelings. Other questions on the questionnaire asked about the improvement of the participants' knowledge of minority groups (including young people, senior citizens, and women) and about increased sensitivity to their colleagues and students. The conclusions see the course experience as bringing some increased flexibility, increased awareness of behavior that needs changing, and increased sensitivity to colleagues and students.

Keywords: Course evaluation, human relations, human relations programs, inservice teacher education, minority groups, sensitivity training, teacher attitudes, teacher certification, teacher improvement.

Carter, E.J. The development of a human relations model for racially mixed Philadelphia schools. Paper presented at the 59th Annual Meeting of the American Educational Research Association, Chicago, Ill., 1974. Pp. 19.

ED 094 024, MF & HC

The purpose of the study reported was to design a model for the development of a human relations program in selected racially mixed public schools. The following steps were undertaken: (1) an examination of the literature to obtain the rationale for school desegregation, (2) an identification of a national sample of desegregated school districts and a survey of their human relations programs, (3) an identification and further analysis of the efforts of the most successful and the least successful school districts in the national survey and the reasons and conditions for their success or failure, (4) a survey of the existing conditions and constraints which affect human relations programs in selected racially mixed schools of the pilot school district, (5) an analysis of the data in steps 1-5 in order to develop a model for the human relations program. Two sampling procedures were required. The first drew a national sample of school districts which provided information on what desegregated schools were doing to help their staff adjust to the climate of the racially mixed school. The second identified those schools in the pilot school district, that of Philadelphia, whose programs could be improved by the development of a human relations model.

Keywords: Failure factors, human relations programs, inservice teacher education, integration effects, integration methods, integration readiness, national surveys, parent participation, program development, racial integration, success factors, urban schools.

Carter, T.P. et al. The effects of dogmatic and non-dogmatic leaders on teachers attending a race relations seminar. Paper presented at the Rocky Mountain Psychological Association Convention, Albuquerque, N.M., 1969. Pp. 12.

ED 035 613, MF & HC

One of the primary aims of a six-week experimental inservice institute on race relations was to sensitize participants -- i.e., to enable them "to restructure existent attitudes and internalize new ones." A study was designed to determine (1) the degree of attitudinal change which actually occurred (as indicated by the Rokeach Scale of Dogmatism, a measure of open- and closed-mindedness), and (2) the factors (particularly the attitudes of group leaders) which may have influenced whatever change occurred in either direction. Results of the study indicate that "the increasingly popular use of 'sensitivity training' and its techniques of behavior modification are not accompanied by concomitant enthusiastic change in the participants. While it is true that some individuals benefit (i.e., become more liberal or understanding), others apparently do not change, and others actually retreat into even more rigid positions." Studying the response patterns of five groups to five different leaders (since group-leader characteristics was the only factor which seemed to have any impact at all on change) indicated, among other things, that those leaders who were strongest in effecting change, effected changes in both directions.

Keywords: Change agents, changing attitudes, dogmatism, inservice teacher education, leadership styles, race relations, sensitivity training, teacher attitudes, training programs.

Chesler, M.A. Teacher training designs for improving instruction in interracial classrooms. Ann Arbor, Mich.: Center for Research on Utilization of Scientific Knowledge. 1967. Pp. 24.

ED 022 730, MF & HC

Teachers in racially desegregated classrooms often need special instruction or retraining for the peculiar problems of their students. Planning such training programs involves identifying change "targets" (persons or relations the change efforts will focus on) and choosing appropriate "strategies" or training methods. Targets include characteristic attitudes and behaviors of students; teachers' personal feelings and values about racially potent matters; new teaching practices needed to bridge the gap between intentions and behavior; teacher-peer relationships; administrative policies which can facilitate and support teacher change; and school-community relations relative to teacher and student change. Potential strategies include (1) identification of useful books, films, photographs, and recordings on interracial classroom relations; (2) laboratory training devices, particularly sensitivity training groups, role playing, skill practice exercises, and T-groups of peers in which members attempt to give and receive feedback through interpersonal analysis; (3) formation of professional responsibility teams; and (4) use of various simulation-type problem-solving exercises. School systems and educators in collaboration with community members need to consider what more positive stimuli or rewards can be offered to encourage participation in such professional growth opportunities.

Keywords: Behavior change, classroom integration, inservice teacher education, laboratory training, racial attitudes, racial integration, resource materials, retraining, school community relationship, sensitivity training, teacher attitudes, teacher education, team teaching, T-groups, training techniques.

Chesler, M. et al. Preparing for school desegregation: A training program. Volumes 1-3. Ann Arbor, Mich.: Community Resources Ltd., 1972. Pp. 52+54+53.

ED 064 460, 064 466, 064 467, MF & HC

In 1970, the Western Regional School Desegregation Projects (WRSDP) was requested to prepare a training program for intergroup educators in the Western region. The program was structured as an extension credit course: Theory and Practice in Implementing Change to Achieve Integration of Schools. Community Resources Ltd., Ann Arbor, Mich. (CRL), developed and presented the program, the training sessions running from April through November, 1971. Twenty-four school districts in California, Nevada, and Arizona participated in the training sessions. Evaluation and documentation was conducted by WRSDP and CRL, both informally during the training sessions, and formally by structured and open-ended questionnaires. The four chapters of Volume 1 focus on project purpose and design, issues, problem identification, and clarification of values. Volume 2 focuses on motivating change and planning change. Volume 3 focuses on the politics of educational change, resistance to desegregation, organizing community support, and a summary of the principles of desegregation. Also appended are references and resource materials, a schedule of events for workshops, and the evaluation questionnaire used in the program.

Keywords: Training programs, intergroup education, intergroup relations, political issues, program evaluation, program planning, race relations, school integration, sensitivity training, teacher education, values.

Condon, E.C. Cultural conflicts in values, assumptions, opinions. New Brunswick, N.J.: Rutgers University, 1973. Pp. 13.

ED 117 205; available from Rutgers University, Graduate School of Education, New Brunswick, N.J. (MF only from EDRS)

What is considered "good" in one society may be criticized as "bad" or "incomprehensible" in another. For example, American culture tends to value time to the point of obsession, whereas Hispanic cultures subordinate temporal considerations to interpersonal relationships. The resulting clash which will occur between representatives of divergent cultures may then be predicted accurately. It should convince teachers, it is argued, of the necessity to adopt a flexible frame of reference and an attitude of suspended judgment in dealing with any crosscultural circumstances. What is needed, is the ability to look at the world through someone else's eyes and to perceive it in the manner determined by the viewer's own cultural filter. Without this empathy for other cultures, the effectiveness of an adult educator will be considerably reduced, as a result of restrictive communication at the cognitive, as well as the affective and psychomotor levels. The task of the adult educator is not so much that of "changing" the learners' values as that of helping him (1) acquire an additional and different set of values, and (2) learn to behave differentially according to context.

Keywords: Acculturation, American culture, bias, changing attitudes, culture conflict, ethnic groups, human relations, instructional materials, Spanish culture, teacher attitudes, teacher education, values.

Condon, E.C. Introduction to culture and general problems of cultural interference in communication. New Brunswick, N.J.: Rutgers University, 1974. Pp. 29.

ED 117 203; available from Rutgers University, Graduate School of Education, New Brunswick, N.J. (MF only from EDRS)

Behavior is conditioned by unconscious internalized patterns, which tend to be accepted by everyone as normal facets of "human nature", thereby originating the false premise on which so much crosscultural miscommunication is based--the belief that behavioral deviance must be contrary to nature. Men who live and work in the same community tend to develop certain common features. In the area of intercultural relations the importance of assessing accurately this elusive, but powerful, activator of human behavior cannot be overemphasized. Misunderstandings between members of different societies are apt to occur as a result of the speakers' tendency to communicate with each other through different viewpoints based on variant mental models of reality. If a Frenchman may be seen as cognitive-oriented, for example, and if an American may be characterized as psychomotor-oriented, then a Spanish speaking individual must be depicted as affective-oriented. One may easily predict that any confrontation between members of these three cultures is apt to generate a host of misunderstandings.

Kaywords: American culture, communication problems, cultural awareness, cultural differences, cultural images, cultural traits, culture conflict, culture contact, ethnic groups, ethnocentrism, French culture, role perception, Spanish culture.

Coping with conflict and change in our global society. Report of a summer 1972 workshop. Orinda, Calif.: Diablo Valley Education Project, 1972. Pp. 22.

ED 070 718, MF & HC

A five-week summer workshop offered inservice training to twenty-eight intermediate and high school social studies and English teachers. Participants examined the concepts of conflict, power and authority, identity, and interdependence in an effort to produce workable mini-units around the concepts. Rather than writing an original curriculum unit, emphasis was on coordinating available materials with the individual needs of the schools where the study units would be taught by the participants. Contact will be made with teachers in a follow-up program by the DVEP staff who will visit classrooms to evaluate the effectiveness of the materials, to provide ongoing resource assistance, and to choose the best units for wider local distribution. Staff and participants evaluated the workshop favorably. Teachers plan to implement mini-units and other workshop materials in their classrooms. Staff members met their minimum goals of producing mini-units and having teachers volunteer to test-teach materials in their classrooms.

Keywords: Concept teaching, conflict resolution, curriculum development, inservice teacher education, peace, political power, power structure, program evaluation, social change, summer workshops, teacher developed materials.

Dawson, M.E. Community based multicultural teacher education in comparative perspective. Bloomington, Ind.: School of Education, 1973. Pp. 23.

ED 099 315; available from Division of Teacher Education, 325 Education Building, Indiana University, Bloomington, Ind. (not from EDRS)

This paper is divided into two parts: the first is a description of the community-based multicultural teacher education program at Indiana University, and the second is a proposal for community-based teacher training programs in Africa. The first section discusses the means and objectives of the community-based multicultural teacher education program and lists the courses with brief descriptions. The second part of the paper outlines a model for community-based multicultural teacher education in foreign countries, particularly African countries. Resources for education in Africa are identified, including sources for teachers, programs, and funds. The paper closes with a brief discussion of programs for Africans studying in American universities and programs of African studies for Afro-Americans.

Keywords: African American studies, cultural pluralism, education courses, teacher education, teacher programs.

Dykes, A.R. Training institute for staff members of school systems with multi-cultural schools. Memphis, Tenn.: Center for Advanced Graduate Study in Education, 1966. Pp. 58.

ED 073 058, MF & HC

This report describes a training institute for staff members of school systems with multicultural schools. Eighty members of the professional staffs of the Memphis City and Shelby County School Systems participated in the institute. The program was designed to relate to multicultural schools, school desegregation, and culturally disadvantaged children. Training sessions included lectures, large and small group discussions, field trips, demonstrations, and the use of audio-visual materials. These activities were supplemented with visitation to area schools engaged in the desegregation process. Evidence indicated the participants became more knowledgeable and understanding of problems of the culturally disadvantaged and more willing to take positive action. Appendixes of related program material are included.

Keywords: Culturally disadvantaged, human relations, inservice education, integration methods, racial integration, teacher education.

"Education and race relations" inservice training course: Final technical report, summary statement of the college coordinator for the television course, report on dissemination efforts, and evaluation. Boston, Mass.: Massachusetts State Dept. of Education, 1967. Pp. 45.

ED 056 107, MF & HC

This program utilized a series of films for inservice training of high school teachers in the Boston Metropolitan area. The course was developed by the Lincoln-Filene Center for Citizenship and Public Affairs and was televised in Boston. The series of 28 broadcasts were divided as follows: the initial 45-minute program contained the substantive presentation by an expert in his field; the second program two days later was a discussion by teachers and experts of the presentation given earlier.

Keywords: Broadcast television, changing attitudes, course evaluation, educational television, inservice teacher education, intergroup relations, race relations, school integration, teacher education.

Equal educational opportunity workshop for human rights workers at the Annual Meeting of the National Association of Human Rights Workers, Seattle, Washington. New York: Columbia University, 1972. Pp. 32.

ED 061 370, MF & HC

The Equal Educational Opportunity Workshop for Human Rights Workers focused on the theme "Equal Educational Opportunity--What Does It Mean to the Human Rights Worker?" Most school systems and educational institutions have human rights specialists devoting staff time and resources to race and culture-related problems; yet progress towards equal educational opportunity is slow. Professionals at this workshop examined the progress and the necessary commitment of the professional human rights worker in the desegregation program setting. This report contains excerpts from small group workshops and covers topics such as: (1) strengthening personal skills in recognizing culturally based bias impediments to optimum professional function in desegregation programs; (2) an exploration of major intergroup relations issues in desegregation programs and related problems in personal interaction; (3) cultural shock as it occurs in situations of enforced intercultural intimacy at the initiation of school desegregation; and, (4) an informal psycho-social assessment of various school desegregation techniques. Many of the speeches presented at the workshop are reprinted here.

Keywords: Civil rights, compensatory education, culture conflict, educational programs, equal education, nondiscriminatory education, race relations, racial integration, remedial instruction, school integration, social differences, social discrimination.

Eyster, I.M. A guide for improving teacher education in human rights. Norman, Okla.: University of Oklahoma, 1971. Pp. 117.

ED 054 067, MF & HC; also available from Phi Delta Kappa Teacher Education Project on Human Rights, 555 Constitution Ave., University of Oklahoma, Norman, Okla.

This guide discusses the need for and ways of implementing human and civil rights education in the teacher education program and in the public schools. One section analyzes specific rights, such as equality of opportunity, free speech, and freedom of assembly, and lists some typical behaviors of institutions--both colleges and public schools--which exemplify a commitment to rights or which appear to be a violation of them. Another short section lists democratic educational processes, such as discussion and cooperative planning, and makes suggestions for incorporating human and civil rights education into the teacher education program--both preservice and inservice. Suggestions for the preservice program include discussion of content, activities, timing, and ways of incorporating this content into existing education courses. The section on inservice education includes a sample schedule for a two-day conference and a sample list of objectives and activities for a one-week workshop.

Keywords: Civil liberties, civil rights, democratic values, inservice teacher education, preservice education, public schools, school role, teacher education.

Ford, C. (Ed.) Training workshops for adult education personnel in cultural and ethnic understanding. Washington, D.C.: BLK Group, Inc., 1976. Pp. 59.

ED 126 335, MF & HC

The Federally sponsored regional training workshops for adult education personnel in cultural/ethnic understanding were designed to increase the level of awareness of cultural/ethnic differences. A training design was developed following an analysis of the Culturally Oriented Teacher Education Materials developed by the Phelps-Stokes Fund, a review of literature and projects related to ethnic/cultural training, and site visits to six regional areas. Workshops were held in Lansing, Michigan; San Antonio, Texas; Kansas City, Missouri; Denver, Colorado; San Francisco, California; and Seattle, Washington. A major part of the training design focused on the use of telecommunication as a training tool for raising cultural awareness. Followup activities and ongoing programing were viewed as particularly important due to the large numbers of part-time adult education staff and the high turnover.

Keywords: Adult education, adult educators, cultural awareness, cultural differences, ethnic groups, inservice education, social integration, telecommunication, workshops.

Freeberg, H. International understanding via student teaching abroad. Moorhead, Minn.: Moorhead State College. Pp. 3.

ED 083 178, MF & HC; also available from Education Dept., Moorhead State College, Moorhead, Minn.

The Student Teaching Abroad (STA) program at Moorhead College is a coordinated effort to place qualified teacher education candidates in private international schools abroad. An assumption of STA is that international understanding will be increased through an exposure to other cultures; therefore student teachers are encouraged to live with local families -- not with other American students. Another STA goal is to enable the teacher to provide his students with an enriched classroom experience. Student responses to the program are presented.

Keywords: Cultural exchange, foreign culture, foreign relations, international education, student teaching.

Garcia, E.F. Chicano cultural diversity: Implications for CBTE. 1974. Pp. 24.

ED 091 375, MF & HC

This paper focuses on the competencies that teachers need in working with Chicano children by describing the culture filter concept, discussing cultural pluralism, and stressing the importance of a competency-based teacher education (CBTE) program specifically relating to the Chicano. The culture filter concept suggests using knowledge of cultural factors to arrange an environment where children perceive themselves positively to enhance learning. The discussion on cultural pluralism emphasizes the differences within a cultural group and suggests that the teachers focus on the needs of each subgroup. Next, the importance of CBTE programs in the education of Chicanos is stressed. The author concludes that cultural differences can hinder learning when the conditions do not accommodate those differences. Therefore, teachers need those competencies which will enable them to understand and utilize aspects of cultural diversity which will increase chances of success for the learner.

Keywords: Cultural differences, cultural pluralism, educational environment, Mexican Americans, objectives, performance based teacher education.

Gibson, J.S. The development of instructional materials and teaching strategies on race and culture in American life. Volumes I-III. Medford, Mass.: Tufts University, 1968. Pp. 691.

ED 028 225, MF & HC

Section I of this report presents basic research findings on teaching and learning about intergroup relations at the elementary level, and includes a number of propositions and critiques about intergroup relations education and a series of recommendations. Section II is an actual "Intergroup Relations Curriculum" for elementary grades; it consists of a discussion of the conceptual framework of the curriculum, teaching tools emphasizing inductive teaching and discovery by students, 20 learning activities, and two extensive units for use at the intermediate level. Section III contains information on teacher education program held at Tufts University, evaluation instruments, dissemination procedures, and projections for the curriculum.

Keywords: American culture, curriculum development, elementary grades, ethnic groups, inductive methods, inservice teacher education, instructional materials, intergroup education, intergroup relations, social studies units, teaching guides, teaching techniques.

Gibson, J.S. The intergroup relations curriculum. A program for elementary school education. Medford, Mass.: Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, 1969. Pp. 244.

ED 058 167, MF & HC; also available from Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Mass.

This report deals with the research and development of a curriculum which seeks to advance democratic intergroup relations through educational processes in elementary schools. This volume describes the background research and development, with particular emphasis on propositions, critiques, and recommendations with respect to intergroup relations education in the United States. It also contains a report on the Lincoln Filene Center's inservice program for teachers, evaluation instruments, and procedures for disseminating information and findings regarding the curriculum, as well as instructional materials and teaching strategies. The curriculum focuses on interactions among people which reflect a respect for human dignity and worth and which seek to avoid prejudicial thinking and overt discriminatory behavior. A large number of preconceptions are examined, and supportive research and evidence are cited for the positions taken by the Center in developing the curriculum.

Keywords: Curriculum development, curriculum guides, elementary school curriculum, human relations, intergroup relations.

Gordon, E.W. & Jaramillo, M.-L. Process vs. status in school desegregation; using cultural differences for educational success. Riverside, Calif.: California University, 1972. Pp. 35.

ED 063 428, MF & HC

The first paper in this booklet summarizes the desegregation strategies that have been used either singly or in combination to ethnically balance schools. An overview of the services and resources available to school districts from the National Center for Research and Information for Equal Educational Opportunities is also presented. Some of the recent information available regarding the effect of school desegregation on children, particularly minority children, is reviewed. The second paper discusses the role played by its author in drawing attention to cultural differences which exist between ethnic groups in New Mexico. The methods, that her Cultural Awareness Center uses in working with school personnel to demonstrate the meaning of the unique behavior styles of the various minority group children, are described. Several ways to impose cultural pluralism on a monolithic social system in a practical and effective way are discussed.

Keywords: Behavior patterns, children, cultural awareness, cultural differences, cultural pluralism, educational change, inservice teacher education, integration effects, integration methods, integration plans, minority group children, school integration, student behavior, student teacher relationship.

Grove, C.L.N. (Comp.) The intensively annotated bibliography on cross-cultural problems in education. New York: Inst. of International Studies, Columbia University, 1975. Pp. 50.

ED 111 912, MF & HC

One hundred and twenty-five items are compiled in this bibliography which lists profitable books and where they can be located, and which gives descriptions of document content. The quality of the material referenced is judged by the use of one, two, or no asterisks denoting material judged to be very best, better than good, and good respectively. The bibliography lists documents that deal with problems in human interaction due to differences in cultural background and specifically those that relate cross-cultural differences to the educational process in a school setting. Among the topics dealt with are language and linquistics, bilingual education, pre- and inservice education, nonverbal education, visual perception, cultural patterns, testing non-mainstream children, and international exchange programs.

Keywords: Annotated bibliographies, biculturalism, bilingual education, cross-cultural studies, cultural differences, intercultural programs, linguistics, nonverbal communication, verbal communication.

Hadfield, D.L. Ethnic or cultural differences: A suggested approach to in-service training for classroom teachers. St. Paul, Minn.: Minnesota State Dept. of Education, 1971. Pp. 37.

ED 058 175, MF & HC

This model inservice program is designed for classroom teachers who wish to broaden their knowledge about children from ethnic and minority groups. The plan requires approximately 14 hours of participation: a one or two hour planning session; an intensive training session for group leaders, recorders, etc.; and four three hour meetings, preferably one each week for four consecutive weeks. The packet consists of nine parts: 1) objectives and concepts, 2) suggestions for general planning with teachers, 3) suggestions for training group leaders and recorders, 4) session 1 - intra-personal understanding and inter-personal relations, 5) session 2 - the dynamics of cultural systems, 6) session 3 - Do differences really exist? 7) session 4 - "Black Culture" or "Indians in Minnesota", 8) session 5 - participant panel and, 9) evaluation forms. - A bibliography, a list of audiovisual resources, and a list of distributors of recommended films are also included.

Keywords: Cross-cultural studies, ethnic studies, inservice teacher education, minority groups, teacher education curriculum.

Harvey, R. & Denby, R.V. (Comp.) Human relations in the schools, sensitivity training, and self-image enhancement: Abstracts of ERIC documents. Champaign, Ill.: ERIC Clearinghouse on the Teaching of English, 1970. Pp. 53.

ED 044 400, MF & HC

This bibliography is comprised of abstracts of 115 ERIC documents on human relations activities for the schools, including sensitivity training and self-image enhancement activities. Six sections cover (1) background material on human relations, (2) general material on the need for intergroup activities, (3) inservice human relations programs (including sensitivity training) for teachers, administrators, and counselors, (4) classroom activities promoting student human relations, (5) self-image enhancement activities, and (6) recent research on self-image development.

Keywords: Annotated bibliographies, ethnic relations, human relations, inservice programs, intergroup relations, self concept, sensitivity training.

Hernandez, N.G. Multicultural education and CBTE: A vehicle for reform. 1974. Pp. 25.

ED 091 386, MF & HC

This paper focuses on competencies needed to teach in a culturally diverse society. The goals, which can be interpreted as specific behaviors by educational groups interested in working in various settings, include the following: (a) recognizing the importance of cultural identification to the development of a strong sense of individual identity, (b) recognizing that a student's first language is a positive factor in learning, and (c) recognizing that a student's heritage must be preserved. Next, the model of the sociocultural component for training teachers at the University of Texas is discussed. Finally, reasons why CBTE (competency-based teacher education) should be used as a strategy in multicultural education are discussed. They include the following: (a) CBTE recognizes individual differences as positive factors in learning; (b) CBTE offers accountability in relation to multicultural education; (c) CBTE has a wide range of sources that a systems approach requires in terms of input; and (d) CBTE presents a vehicle for reform in terms of affective feedback and mastery learning.

Keywords: Cultural awareness, cultural differences, cultural pluralism, objectives, performance based teacher education, teaching models.

Hilliard, A.G. Restructuring teacher education for multicultural imperatives. 1974. Pp. 15.

ED 091 380, MF & HC

The author discusses some essentials of multicultural education. Teachers must develop the following skills to teach students from other cultures: (a) the ability to communicate; (b) the ability to diagnose knowledge and capabilities; (c) the ability to evaluate the professional literature bearing upon multicultural education problems; (d) the ability to diagnose oneself; and (e) the ability to recognize cultural equivalencies. Basic attitudes that should emerge as teachers work cross-culturally are described.

Keywords: Cross cultural training, cultural pluralism, educational programs, laboratory training, teacher attitudes, teacher education.

Hood, P.D. & Johnson, J.N. The development and evaluation of a television workshop in human relations. Berkeley, Calif.: Far West Lab. for Educational Research and Development, 1969. Pp. 119.

ED 033 173, MF & HC

A television workshop in human relations for teachers and other school staff was developed as a cooperative project involving the San Francisco and Oakland, California public schools, a unit of the University of California, the Far West Laboratory for Educational Research and Development, and the area's educational television station. This pilot project used the technique of audiovisual dramatizations of human relations problems relevant to these inner city schools. Group discussion or role playing followed the viewing of each film program. The report describes the development of the videotapes, the five programs, the discussion leaders and viewers guides, and various other components. One section presents an evaluation of the workshop in terms of context, input, process, and product. The results of this performance field test point to the utility and value of the programs which will be revised and improved on the basis of information collected from the evaluations.

Keywords: Discussion groups, educational television, human relations, program development, program evaluation, role playing, school personnel, teacher workshops, urban schools, video tape recordings.

Hubble, M.W. Multicultural curriculum training with pre-student teachers in language arts. Ph.D. Diss., University of New Mexico, 1972. Pp. 244.

ED 071 072; available from University Microfilms, Ann Arbor, Mich., Order No. 72-30,729 (not from EDRS)

This study relates to two problems in multicultural education: the inability of teachers to relate to and understand the culturally diverse learner; and the dearth of teaching materials based on the minority group members' cultural heritages. A Multicultural Curriculum Training (MCT) program was developed to promote in prospective teachers an understanding of and positive attitudes toward teaching culturally diverse learners. Subjects, randomly selected from secondary education pre-student teachers, included seven Anglo-American and one Spanish-American who participated in the MCT, eight subjects who participated in Bailey's Teacher Effectiveness Training (TET), and eight control subjects. Students in the MCT received 10 weeks of 1- and 3-hour seminars. Nonparametric techniques were used to analyze the subjects' pre- and post-test scores; results indicated no differences between the MCT, TET, and control groups.

Keywords: Changing attitudes, cross cultural studies, cultural awareness, cultural background, cultural differences, culture conflict, minority groups, preservice education, teacher attitudes, teacher education.

Human relations education: A guidebook to learning activities. Buffalo, N.Y.: Buffalo Public Schools, 1969. Pp. 152.

ED 041 841, MF & HC

This guidebook is designed to acquaint teachers with human relations classroom materials, extracurricular activities, and an inservice approach to self-evaluation. It contains human relations-oriented lessons - divided by grade level and subject matter - intended to supplement or enrich existing curricula. Introductory sections present a human relations education philosophy; list key concepts in the form of attitudes, understandings, and skills; and list specific behavioral objectives for each of four phases of a human relations program: primary grades, intermediate grades, social studies (7-12) and English (7-12). The major section, "Learning Activities Guides", contains lessons (ranging in suggested length from a few minutes to five class periods) each of which includes attitude and behavioral objectives, teaching techniques and learning activities, and a list of resources. There are 12 for primary grades, seven for intermediate grades and 33 for secondary: social studies (15), English (10), other subjects (8). The inservice training section contains an outline for a group training program, discussion of the trainer's role, five group training excercises with trainer's guides, lists of films and sociodramas, and discussion of role-playing techniques. Included also are outlines for a student extra-curricular program and an adult education program.

Keywords: Curriculum enrichment, elementary school, high school, human relations, inservice teacher education, instructional materials, learning activities.

Human relations education in Oklahoma schools: A curriculum guide. Oklahoma City, Okla.: State Dept. of Education, 1971. Pp. 47.

ED 091 266, MF & HC

With the hope of providing materials for use and adaptation in Oklahoma schools for improvement in all areas of human relations, a guide to the implementation of the principles of human relations in the educational system is offered. Four short sections discuss the American democratic society, major areas of concern, a definition of good human relations, and approaches to improving human relations understanding in the schools. Two major sections, resource learning activities and inservice training programs, follow. Each resource learning activity is outlined for concepts, behavioral objectives, learning activities, materials, and resources. Activities for grades K-12 include, for example, a culture sharing day and units on American Indian culture. Inservice training programs are also structured by lists of concepts, behavioral objectives, learning activities, materials, and resources. Topics of inservice programs include desegregation and integration, Indian education, and guidance of minority group students. A self-evaluation check sheet concludes the guide.

Keywords: American Indians, cultural background, curriculum development, democratic values, ethnic studies, human relations, inservice teacher education, minority groups, race relations, resource guides, resource materials, self concept, social studies, teaching guides, values.

Hunter, W.A. (Ed.) Multicultural education through competency-based teacher education. Washington, D.C.: American Association of Colleges for Teacher Education, 1974. Pp. 283.

ED 098 226; MF & HC; also available from American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C.

This publication is the result of a Multicultural Education/Competency Based Teacher Education (M/CBTE) project which sought to bring together the findings of separate studies, projects, and research efforts. Part 1 of this document is in the form of a prologue; it is entitled "Antecedents to Developments of and Emphasis on Multicultural Education." Parts 2-5 were written by four educators and/or teams from the black American, Spanish-speaking American, and native American academic communities who were invited to contribute. Part 2 treats teacher competencies from the perspective of the black American educator. Part 3 treats teacher competencies from the Spanish-speaking educator's perspective (including views of Puerto Rican Americans, Chicano Americans, and Cuban Americans). Part 4 treats teacher competencies from the perspective of the native American, recognizing the divergencies of views among the nearly 300 tribal groups. Part 5 seeks to identify teacher competencies common to all groups as well as those recognized in the general society as evidence of accepted requirements and standards.

Keywords: American Indians, cultural pluralism, minority group teachers, Negroes, performance based teacher education, performance criteria, Spanish Americans, Spanish speaking, teacher attitudes.

Improved teacher training through dimensions of international education. University, Ala.: College of Education, 1969. Pp. 9.

ED 038 336, MF & HC

The program is a learning system designed to facilitate the professional growth of (1) teachers in training (student teachers, doctoral interns, overseas personnel); (2) teachers in service; (3) educational leadership personnel. The Office of Overseas Schools provides facilitating funding; participating schools abroad give on-site assistance; the University provides financial personnel and facility resources and is the administering, planning, and coordinating agent. Four experimental components comprise the program: (1) provision of multi-cultural environment for affective learning; (2) conduct of formal instruction to improve professional competencies; (3) inservice and specialized experience for instructional, curricular, and administrative improvements; (4) conduct of research and experimentation to provide information and practicum experiences. The learning experiences require reciprocal activities and interinvolvement of target populations. The program enhances teacher training and serves as a laboratory and model for further development of innovative programs, cooperation in teacher preparation, and expansion of the behaviors which professional preparation in the field of education affects. Five agencies participate in program evaluation.

Keywords: Interagency cooperation, international education, teacher education.

International educational exchange, the opening decades 1946-1966. Washington, D.C.: Board of Foreign Scholarships, 1966. Pp. 42.

ED 019 026, MF & HC

The history and operation of the exchange program since it began in 1946 are outlined. There is information on who qualifies for grants, who supports the program, what grantees teach and study, American studies abroad, visiting lecturers, "teacher development" for foreign teachers, and summer seminars overseas. There are lists of countries with educational exchange agreements with the U.S.

Keywords: International education, student exchange programs, study abroad, teacher exchange programs, cultural exchange, foreign relations, international programs, teacher education.

Ivey, A.E. et al. Human interaction: A behavioral objectives curriculum in human relations. Amherst, Mass.: Massachusetts University, 1970. Pp. 76.

ED 051 113, MF & HC

The University of Massachusetts School of Education has developed a curriculum in human relations - Human Interaction - written from a behavioral frame of reference. Building from materials in sensitivity training, traditional human relations programs, and behavioral psychology, the program provides a systematic, graduated set of human relations exercises which facilitate personal growth while avoiding invasion of personal privacy. Behavioral objectives have been established and tested in five hierarchical modules. Trainees first demonstrate their ability to engage in the specific behavior, then practice it or use it in their daily life, and finally teach some aspect of the module they have just learned in the university laboratory school. The model provides teachers with an important bridge between personal experience and public practice. A variety of programed texts, audiotape and videotape instructional programs, and individual and group procedures are utilized. Teachers who have achieved all the behavioral objectives of the program are ready to serve as peer teachers and work as course assistants during ensuing terms. Evaluation of the program in workshops presented in other parts of the country suggests the feasibility of such a program in teacher education.

Keywords: Behavioral objectives, behavior change, human relations programs, interpersonal relationship, sensitivity training, teacher behavior, teacher education, teaching styles.

Jain, N.C. & Cummings, R.L. (Eds.) Intercultural communication and teacher education; proceedings of the conference held at the University of Wisconsin-Milwaukee, September 19-20, 1974. Milwaukee, Wis.: Milwaukee Urban Observatory, 1975. Pp. 157.

ED 111 038, MF & HC

The conference, the proceedings of which are reported in this document, was designed to provide a forum for the exploration of goals, programs, and prospects for intercultural communication and human relations dimensions of teacher education. The first part of the proceedings includes a discussion of the need for intercultural communication training for teachers. The second part is a report of the symposium and discussion on human relations training codes and the prospects for such codes in four midwestern states, while the third section contains a presentation and related dialogue concerning specific concepts and techniques for intercultural communication training for teachers. The fourth part discusses specific human relations training programs in three teacher education institutions in Wisconsin.

Keywords: Conference reports, cultural awareness, educational programs, elementary secondary education, human relations, intercommunication, intercultural programs, objectives, teacher attitudes, teacher education.

James, R.L. (Comp.) Directory of multicultural programs in teacher education. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1971. Pp. 94.

ED 055 964, MF & HC

This directory of institutions conducting programs of multicultural education is compiled from data collected from 300 institutions prior to July 1, 1971. It does not claim to be comprehensive but provides a useful source of information on who is doing what and where concerning multicultural programs in teacher education. Programs are listed by state, and a contact person is named in each instance so that further informatiom may be obtained.

Keywords: College programs, cultural education, intercultural programs, teacher education, teachers colleges.

Jayatilleke, R. Human relations in the classroom: An annotated bibliography, Supplement 3. New York: ERIC Clearinghouse on the Urban Disadvantaged, Columbia University, 1974. Pp. 50.

ED 102 226, MF & HC

This bibliography is an annual supplement to the first bibliography on human relations in the classroom (ED 051 315), including documents announced in the 1973 issues of "Research in Education" and journal articles cited in the 1973 issues of "Current Index to Journals in Education" and contains references to published books, documents, journal articles, and unpublished articles in the ERIC system. Citations in the bibliography encompass such concepts and issues as: American Indians, changing attitudes, classroom environment, cross cultural training, cultural differences, curriculum development, ethnic groups, human relations, interpersonal relationships, Negro attitudes, self-concept, social influences, student attitudes, student teacher relationship, teacher attitudes, teacher education and institutes, and testing. Citations for documents are each followed by an annotation edited to suit the purposes of the bibliography; journal articles listed are followed by subject headings, and in many instances by brief annotations. In this third annual supplement, lengthy document abstracts have been dropped in favor of brief annotations.

Keywords: Annotated bibliographies, changing attitudes, classroom environment, cultural differences, curriculum development, ethnic studies, human relations, race relations, racial attitudes, student attitudes, teacher attitudes.

Johnson, L. An evaluation of the Minneapolis Public Schools' Human Relations Recertification Program (Educ 521). Minneapolis, Minn.: Minneapolis Public Schools, 1975. Pp. 44.

ED 114 428, MF & HC

About 3,000 educators have participated in Educ 521 human relations recertification programs sponsored by the Minneapolis Public Schools. In February 1975, the 755 participants who had processed their recertification forms were mailed a questionnaire to determine overall program effectiveness, differences among programs, and directions for future human relations education. The report analyzes the answers given by 75 percent of the participants. Recommendations were made to offer a variety of 521 programs that would meet the different needs of potential participants, define clearly the goals and activities of each program, offer voluntary in-depth human relations programs beyond the 521 program, emphasize real experiences in all programs, and explore some new approaches.

Keywords: Behavior change, elementary secondary education, human relations programs, performance based teacher education, program evaluation, student teacher relationship, teacher attitudes, teacher behavior, teacher certification.

Kachaturoff, G. & Romatowski, J.A. Model for developing an in-service teacher workshop to help multilingual and multicultural students. 1975. Pp. 14.

ED 120 183, MF & HC

This paper describes a model for designing an inservice teacher workshop to assist teachers working with multicultural students. The design model developed consisted of three major components: (1) identification of needs, (2) planning and organization of experiences and resources, and (3) evaluation. After the needs were identified, the workshop was organized into five phases: (1) an introductory session; (2) a simulation to involve participants; (3) a session highlighting techniques to use with students acquiring English as a second language; (4) small group discussions and debriefing sessions; and (5) the presentation of filmstrips, videotapes, and films related to the theme of the workshop. Evaluation indicated that the design of the workshop did help the participants to deal more effectively with the challenge of teaching in a multicultural, multilingual society.

Keywords: Cultural pluralism, English (second language), inservice teacher education, models, program development, teacher workshops.

Kalectaca, M. Competencies for teachers of culturally different children: Teacher competencies for teaching native American children. 1974. Pp. 18.

ED 091 379, MF & HC

This paper discusses competencies needed for teaching culturally different children. A preservice instructional program is described which focuses on giving a total picture of the Indian child in the home and school environment. Seven general competencies and several specific competencies in the areas of instruction, community, and student-teacher relationships for the teacher intern are listed. Various competencies for teaching in a multicultural society are presented which include recognizing that all cultures have the same human needs, helping students understand their values and attitudes, and instilling in students an appreciation of human diversity. Finally, an ideal competency-based teacher education (CBTE) program for teaching in a culturally diverse society is described, and seven basic characteristics of CBTE are discussed. The author concludes that the goal of CBTE should be to provide the kind of trainees for differentiated staff positions who are supportive of the innovative changes needed for effective educational development.

Keywords: American Indians, cultural differences, cultural pluralism, inservice teacher education, performance based teacher education, preservice education, teaching skills.

Kelly, E.W., Jr. Changes in racial prejudice and dogmatism as a result of interracial counselor training experiences. Paper presented at American Personnel and Guidance Association Convention, Atlantic City, N.J., 1971. Pp. 14.

ED 055 304, MF & HC

After failing to obtain a change in racial attitudes during an initial counselor training institute, changes were made for a subsequent institute. The second institute eliminated large group sessions, emphasized small group encounter and provided biracial leadership in each small group. Some participants also received special training in genuineness. Results of the second institute indicated that at the end of the institute whites expressed significantly less prejudice toward Negroes, one small group showed significantly less global social distance, and members of the genuineness training group expressed significantly less racial prejudice as well as global social distance.

Keywords: Changing attitudes, counselor attitudes, counselor training, disadvantaged groups, dogmatism, race relations, racial attitudes, racial discrimination, racism, T-groups, training programs.

Kentworthy, L.S. The international dimension of education. Washington, D.C.: Association for Supervision and Curriculum Development, 1970. Pp. 128.

ED 039 202; available from ASCD, 1201 Sixteenth St., N.W., Washington, D.C. (MF only from EDRS)

A description of the probable changes in the world during the next 70 years introduces a discussion of the educational attitudes needed to produce a true world community, ideally consisting of individuals with secure personalities, deep understanding of human relationships, well rooted in their own country and culture, but with an appreciation and concern for those of other people. The achievement of this ideal requires the active involvement of the whole teaching profession, with elementary school programs exploring the differing styles of family and community life in several nations, continuing in greater depth in secondary schools with the study of the literature, music, art, and science of many cultures, while universities and teacher training institutions would encourage greater personal involvement through foreign travel and study, and the use of overseas visitors to broaden students' outlook. At present these goals are largely unrealized, although UNESCO is an agency through which they could be reached. Turning education from its present preoccupation with the past to a growing concern for the future would not only create a better international community but would add to the exitement and enjoyment which are the bases of all true learning.

Keywords: Cross cultural training, cultural education, cultural interrelationships, curriculum planning, foreign culture, international education, international programs, multicultural textbooks, secondary education, teacher education.

King, E.W. Worldmindedness: The world: Context for teaching in the elementary school. Denver, Colo.: Denver University, 1971. Pp. 238.

ED 052 094; available from Wm.C. Brown Co. Publishers, 135 South Locust St., Dubuque, Iowa (not from EDRS)

This book is designed to enhance a teacher's awareness of the possibilities that exist for teaching a broader and more worldly elementary curriculum. It is intended for use in pre-service training, especially social science methodology courses and in-service workshops, as well as for the professional growth of experienced personnel. Two basic positions are postulated: 1) that a humanistic framework is necessary for the social sciences; and 2) that social sciences and the arts should be integrated. The text presents programs, techniques, models, designs, and projects for incorporating "worldmindedness" into school subjects. Many of these learning activities are an outgrowth of Worldmindedness Institutes held at the University of Denver. In addition, the effects of an urbanized world are examined and ways in which the school community can be utilized to develop a sense of world-wide community among children, parents, and teachers are suggested. The volume closes with a discussion of teacher preparation and training in world dimensions. An extensive bibliography lists pertinent readings, to coincide with topics and material discussed in each chapter.

Keywords: Affective objectives, community study, concept teaching, cross cultural studies, cultural awareness, curriculum development, elementary grades, ethnic studies, humanism, humanities instruction, instructional materials, integrated curriculum, interdisciplinary approach, international education, learning activities, social studies, social values, teacher education, teaching techniques.

Klassen, F.H. Teacher education: The world dimension. In: International dimensions in the social studies (Chapter 19), 38th yearbook. Washington, D.C.: National Council for the Social Studies, 1968. Pp. 17.

ED 027 241; available from National Council for the Social Studies, Washington, D.C. (not from EDRS)

This is a discussion of the preparation of U.S. teachers to accomplish the objectives underlying the International Education Act of 1966. The federal government role will be to provide large-scale financing for international teacher education programs, while major responsibility for defining and implementing ideas and activities will lie with the universities. Schools must cooperate to solve such problems as the awarding of inservice credit for teacher participation in international programs, and they must systematically promote collaboration between schools of education and the traditional disciplines whose focus in research and teaching involves world affairs. Teacher education programs designed to internationalize future American teachers must consist of overseas teaching experience which (1) enables the prospective teacher to enter the lives of others at a level deep enough to make mutual understanding possible, (2) is accompanied by structured discourse of a course or seminar type, and (3) is undertaken by the student teacher not only as a consumer but also as a producer, one who will be faced with the obligation to transmit the results of his experience to the students in the classroom.

Keywords: College role, federal aid, government role, international education, International Education Act, international programs, teacher education.

Klassen, F.H. et al. The international dimension of American teacher education. A survey of international education programs of American colleges and universities. Washington, D.C.: American Association of Colleges for Teacher Education, 1972. Pp. 231.

ED 069 613, MF & HC

This report describes current efforts in American colleges and universities to incorporate an international perspective in the preparation of teachers and other educational personnel. Chapter I presents an overview of international teacher education and a synopsis of several related studies. The second chapter presents the data. It is organized into five major parts determined by the basic characteristics of any teacher preparation program, i.e., institutional factors, curricula considerations, resource and faculty situations, and the delineation of future policies and needs. A summary of the findings and implications is presented in Chapter III. Chapter IV contains a series of studies involving international-intercultural education. An extensive bibliography and appendixes with related project material are included.

Keywords: Educational development, educational innovation, international education, international programs, research projects, teacher education.

Klassen, F.H. & Moore, R.S. Development of instrument for study of international education in teacher education programs of U.S. colleges and universities. Final report. Washington, D.C.: American Association of Colleges for Teacher Education, 1968. Pp. 38.

ED 032 010, MF & HC

In response to a felt need for systematic evaluation of the varied but isolated programs designed to provide teachers with international understanding, an in-depth study will be made of international programs at all US colleges and universities that prepare teachers. As a first step, an information retrieval instrument was developed during a pilot study. The first section of the instrument provides the respondent with a brief rationale for the study. The 42 questions are designed to collect data on the rationale, resources, evaluation and objectives of teacher education programs in international education. The instrument, which was sent to nine institutions selected according to size, type, control, and geographical location, proved to be sufficiently specific yet adaptable to the particular character of each institution. It will be used in the projected nationwide study to identify and assess current programs, to plan for continuing information retrieval and evaluation, and to provide teacher educators with current information and recommendations. The information retrieval instrument appears as an appendix of the report.

Keywords: Educational objectives, higher education, information retrieval, information services, intercultural programs, international education, program evaluation, questionnaires, teacher education.

Landes, R. Culture in American education - Anthropological approaches to minority and dominant groups in the schools. New York: Wiley, 1965. Pp. 330.

ED 012 285; available from Wiley, New York (not from EDRS)

This book describes an experimental teacher and social worker training program which combined aspects of anthropology and education in an effort to solve the school and welfare problems of minority groups in California, especially those of Negroes and Mexican Americans. This cultural approach is discussed in chapters on the culture clash in the schools, in the questions teachers ask about other cultural groups, and in a review of anthropological concepts and methods. Also described are the courses developed for the teachers, training in the schools for dealing with intercultural problems, social work counseling, and special projects carried on by teachers participating in the program. The appendixes include an outline of aspects of Mexican American life, a chart comparing black-white relations in the United States and the United Kingdom (with some material on Brazil), and a brief discussion of the American Indian. There is also an extensive bibliography.

Keywords: Anthropology, bibliographies, cultural background, cultural differences, ethnic groups, experimental programs, Mexican Americans, minority groups, race relations, social workers, teacher education curriculum, United Kingdom, United States.

Laosa, L.M. Toward a research model of multicultural competency-based teacher education. 1974. Pp. 21.

ED 091 385, MF & HC

In order to develop an adequate multicultural competency based teacher education (CBTE) program, culturally-determined individual learner characteristics must be delineated and the nature of interactions between specific teacher behaviors and pupil characteristics must be investigated, in order to determine which set of teacher behaviors applied to a child with specified characteristics produce the desired pupil outcomes. Multicultural CBTE programs must show a sensitivity to the possibility that CBTE is antithetical to the values of certain cultural-linguistic groups in the United States. For instance, some individuals, given a certain set of sociocultural premises, may not find the potential emphasis of CBTE on individual rather than group study compatible with their relational style. Multicultural teacher competencies should be postulated as hypotheses to be tested empirically in specific situations. These hypotheses should be based on previous research findings, conventional wisdom, promising practices, existing theories of learning and human development, and expressed community needs.

Keywords: Cultural factors, cultural pluralism, interaction, learning characteristics, learning processes, performance based teacher education.

Levine, D.U. & Brink, R. (Eds.) Perspectives and suggestions for teaching in desegregated schools. Kansas City, Mo.: Missouri University, 1969. Pp. 122.

ED 033 895, MF & HC; also available from Center for the Study of Metropolitan Problems in Education, 5100 Rockhill Rd., Kansas City, Mo.

This book, a collection of materials which grew out of a teacher workshop on desegregation and intergroup relations, is intended to be of practical value to teachers and administrators in desegregated schools. Dealing with a variety of actual day-to-day problems faced by educators in a desegregated school system, the articles describe and evaluate projects which emerged in response to these problems. Each of the 14 articles is preceded by an introduction and incorporates a variety of concrete and illustrative materials relevant to the inservice training programs for teachers. Among titles which reflect the wide range of subjects treated are: "Situations to be used for role-playing for the purpose of developing empathy in human relations (designed for and used by speech I students)"; "Contributions of the school newspaper to desegregation and integration within Northeast junior"; "Student human relations committee - ready or not?"; and "Overlooked considerations in integrated education".

Keywords: Inservice teacher education, instructional materials, intergroup relations, school integration, teaching methods.

Lindberg, D.H. & Swick, K.J. Developing creative materials for teaching the culturally different child. 1973. Pp. 5.

ED 090 159, MF & HC

A persistent problem confronting the teacher of the culturally different child is the need for finding learning materials that the child can relate to and utilize in his learning situation. The more options provided for both teachers and children, the better the chance that the learning activities of the culturally different will be meaningful and helpful to them. Preservice and in-service training of teachers can be oriented toward creative teaching styles. Activity-oriented teacher training is a substantive way to initiate new forms of teacher behavior. This paper makes various suggestions for activity-oriented college classes for training teachers to work with the culturally different child.

Keywords: Creative teaching, cultural differences, culturally disadvantaged, economically disadvantaged, preservice education, teacher developed materials, teacher education.

Mahan, J.M. Alternative student teaching experiences: Emerging characteristics and encouraging payoffs. Bloomington, Ind.: School of Education, 1974. Pp. 14.

ED 099 324, MF & HC

Three special field-based student teaching projects at Indiana University which include on-site course work are briefly described. Data are presented that indicate that education majors at the university enroll in demanding, multiculturally oriented student teaching programs and request and accept out-of-state placements in ethnic minority settings. Among concluding suggestions are that (a) leagues of colleges and universities be formed to exchange, orient, and supervise each other's student teachers; (b) high priority should be given to programs which provide preservice teachers with the opportunity to live and work in a large ethnic-group community; (c) multicultural faculty should teach the methods and other courses prerequisite to student teaching; and (d) student teaching alternatives in ethnic minority settings should feature the utilization of supervision specialists representing the appropriate ethnic minority.

Keywords: College supervisors, cultural pluralism, preservice education, student teaching, teacher education.

Man: A Course of Study. Teacher training and dissemination project. New Britain, Connecticut: Central Connecticut State College, 1970. Pp. 141.

ED 049 963, MF & HC; also available from Dennen Reilley, Central Connecticut State College, New Britain, Connecticut.

The purpose of the Regional Center's 15 month project was to strengthen the professional training of teachers, improve elementary social studies instruction, provide for the successful implementation of new social studies curricula (Man: A Course of Study), and to create a setting for research in problems of teacher training and curriculum innovation. This report is divided into six sections: 1) Teacher training, both inservice and preservice, the former consisting of two summer workshops for teachers who would be teaching the new curriculum and training colleagues to do so; 2) Consultation, covering the project's efforts to help implement the curriculum in Northeastern school districts; 3) Dissemination, discussing publicity of the center's activities and information about the curriculum; 4) Evaluation; 5) Personal observations; and 6) Appendices, which include institute brochures, samples of correspondence.

Keywords: Information dissemination, inservice teacher education, instructional innovation, preservice education, program evaluation, social studies, teacher education, teacher workshops.

Mathieson, M.B. & Tatis, R.M. Social change and teacher education: An annotated bibliography. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1970. Pp. 29.

ED 043 558, MF & HC

This annotated bibliography lists 137 published and unpublished documents, the majority of them dated between 1967 and 1969. Included are research reports, program descriptions, addresses, articles, and conference papers. Among the content categories covered are: Teacher education and changing social order; Insights into multi-culture education: Multi-cultural education; Innovation in the Inner City; and Preparation of the Campus for change. Brief descriptive annotations are given, and each entry includes information on ERIC (Educational Resources Information Center) availability.

Keywords: Annotated bibliographies, social change, teacher education.

Mazon, M.R. & Arciniega, T.A. Competency based education and the culturally different: A role of hope, or more of the same? 1974. Pp. 28.

ED 092 522, MF & HC

Competency-based teacher education is described as a positive force for change which offers educators, university scholars, and students the opportunity to collaborate and to become meaningfully involved in determining the education process. Competency-based education is considered to have two attractive features for the linguistically and culturally different: (a) it assures fairness because it is a collaborative effort involving the school and the community and (b) its evaluation method is diagnostic and prescriptive rather than judgmental. The Community, Home, Cultural Awareness, and Language Training (CHCALT) model is an example of a competency-based program designed to meet the needs of the linguistically and culturally different. The model is to be implemented in the School of Education at San Diego State University as a program for a Specialist Credential. The CHCALT teacher training model is divided into four basic components: (a) Philosophy of Education for the Culturally and Linguistically Different; (b) Sociocultural Awareness--Home and Community Based; (c) Oral Language and Assessment Techniques; and (d) Diagnostic and Prescriptive Strategies.

Keywords: Bilingual education, cultural pluralism, equal education, performance based teacher education, teacher education.

Mercer, W.A. Preparing teachers to humanize the multiracial school: Innovative programs involving historical black and predominantly white colleges and universities. 1975. Pp. 79.

ED 115 597, MF & HC

This document presents summaries of eight efforts made to provide teachers with the knowledge, attitudes, and behaviors necessary to improve intergroup relations in desegregated schools. Among the projects covered are: (1) the Chapel Hill (North Carolina) schools' student teaching project; (2) interinstitutional seminars in Norfolk, Virginia; (3) biracial student teacher teams in Arkansas; (4) cooperative intergroup projects in Florida, and (5) interinstitutional seminars between paired neighboring majority black and white colleges and universities, held under the sponsorship of the Southern Regional Education Board.

Keywords: Behavior change, changing attitudes, humanization, integration readiness, intercultural programs, black colleges, racial integration, student teaching, teacher attitudes, teacher education.

Miller, E. Curriculum, attitudes, and resources for ethnic studies (CARES). Montgomery County Public Schools, Ala., 1975. Pp. 126.

ED 121 891, MF & HC

The goal of Curriculum, Attitudes, and Resources for Ethnic Studies (CARES) is to promote ethnic literacy through affective and cognitive avenues. The objectives are to develop positive attitudes, to enhance the self-esteem of students and teachers, and to use these in the implementation of an ethnic oriented curriculum. The major activities of CARES are to provide: (1) a large scale human development experience for teachers, parents, students, and other staff; (2) an intensive workshop where affective and ethnic concerns are translated into curriculum materials (such as elementary social studies, language arts, mathematics, and arts education); and (3) two additional Saturday workshop sessions. The second part of the document presents evaluation data by objective. In general, the project is considered a success and a new project - ACHIEVE - which juxtaposes a cognitive dimension to the affective while adding a research component is seen as a logical next step.

Keywords: Affective objectives, changing attitudes, cognitive objectives, curriculum development, elementary secondary education, ethnic groups, ethnic studies, evaluation methods, minority groups, program evaluation, success factors, summative evaluation.

Miller, J. et al. Love and understanding of the migrant child. Jonesboro, Ark.: Arkansas State University, 1969. Pp. 35.

ED 038 200, MF & HC

The Migrant In-Service Training Workshop, held June 2-5, 1969 at Arkansas State University, was centered around the problems of the migrant child in education. This document contains the 22 presentations, covering such topics as administration, reading instruction, development of the second language, cultural growth, community relationships, the data-bank system, the role of the teacher aide, and tutorial services. Several school districts in Arkansas reported on their programs, and speakers representing the State Department of Education described the state's functions in the education of the migrant child. This compilation of workshop papers closes with group evaluations of the conference, along with a summary and suggestions for the future.

Keywords: Attitudes, cultural enrichment, curriculum, English (second language), linguistics, migrant child education, reading, sensitivity training, student adjustment, teacher aides.

Morehouse, W. State leadership in international education. Denver, Colo.: Education Commission of the States, 1969. Pp. 86.

ED 034 304, MF & HC

State education agencies are concerned with strengthening the international aspects of American education to make the educational experience of future generations more relevant to the realities of present and projected populations and economic conditions in both developed and less developed areas of the world. This document discusses the necessity of education in international affairs and presents a report on the current role of State education agencies in international education. With the cooperation of each chief State school officer, information is presented for each State in some or all of the following categories: (1) Curriculum (units of study, projects described), (2) foreign languages, (3) teacher preparation and certification, (4) exchange programs, (5) Federal programs. Suggestions are made for enlarging the international dimensions of the formal educational process.

Keywords: Curriculum development, developing nations, educational change, foreign countries, international education, second language learning, state departments of education, state programs, teacher education, teacher exchange programs.

Mortenson, W.P. & Netusil, A.J. Attitudes of prospective teachers toward the culturally different. Pp. 17.

ED 115 614, MF & HC

This study examined whether or not prospective elementary school teachers can become more positively oriented toward culturally different children after taking courses that focus on teaching these children. Two groups were taught courses dealing with disadvantaged youngsters. Group A took the course during the summer and did not have any interaction with such children. Group B took the courses during two consecutive fall and winter quarters and worked with culturally different children. Students were administered questionnaires which dealt with their feelings about minority people both before and after the courses. Conclusions were that students taught courses about minorities without having real-life experience with them became more prejudiced. Students who worked with minority people became less prejudiced in general. Results indicated that practicum experiences of student teachers should include interaction with children not of the dominant culture if the teachers are to avoid looking down on them or expecting them to fail. This is particularly important because children often live up or down to the expectations of their teachers.

Keywords: Bias, cultural pluralism, disadvantaged youth, ethnic groups, higher education, minority groups, preservice education, social discrimination, student attitudes, teacher education.

Murray, K.C. Evaluation of in-service "curriculum materials for intergroup relations: Language arts." Brooklyn, N.Y.: New York City Board of Education, 1968. Pp. 81.

ED 060 145, MF & HC

The Human Relations Unit, in cooperation with the Bureau of Radio and Television, WNYE-TV, televised a teacher training workshop series. The overall aim of the course was to bring to the attention of the teacher the rich and relatively untouched resources to be found in the literature of minority groups of the United States. The course was designed to: (1) analyze language arts materials in order to acquaint teachers with literature written by and about ethnic and minority groups; (2) explore ways in which such materials can be used to promote better intergroup understanding and relationships; and, (3) illustrate techniques for presenting such materials to students. During the spring of 1968 an evaluation was conducted, the primary purposes of which were to measure the amount of information which teachers acquired from the course, and to determine the extent to which these teachers were able to utilize the techniques for communicating this content in the classroom.

Keywords: Curriculum development, curriculum evaluation, educational television, ethnic studies, inservice programs, instructional materials, intergroup relations, language arts, program evaluation, race relations, teaching techniques, television curriculum.

Newman, A.J. Select bibliography: International education. 1973. Pp. 25.

ED 076 473, MF & HC

Approximately three-hundred and fifty periodical and book citations of works dating from 1930 to 1972 (the majority of which are recent) on international education are included in this select bibliography. The scope, involving many aspects of internationalism, is reflected by the following, selected topic headings: Universal Man; World Community; Implicit Culture; Ideology; Nationalism; Patriotism; Political Socialization; Perception and Communication; International Education: At the Elementary Level and At the Secondary Level; Teacher Preparation; Prejudice; Pressure Groups; Other Cultures' Interpretations of International Education; and The United Nations.

Keywords: Bibliographies, elementary education, foreign culture, humanization, international education, nationalism, political socialization, secondary education, social studies, world affairs.

Noar, G. The teacher and integration. (Rev.ed.) Washington, D.C.: NEA, 1974. Pp. 91.

ED 096 380; available from NEA Publications, The Academic Building, Saw Mill Road, West Haven, Conn. (MF only from EDRS).

This book is intended for both beginning and experienced teachers who face many difficult challenges in today's desegregated school. Because social class segregates children as often as does race, the major question posed in this book is how teachers can integrate into one classroom children of different races and socioeconomic backgrounds. The how-to-do-it sections of this book are intended to help prospective teachers apply new information, sensitivity, and insight to specific day-by-day situations. The situations range widely from first-day welcome to absenteeism. In addition to day-to-day expertise, teachers need a global perspective on integration if the nature of pluralism is to be understood and if integration is to work in the classroom. In a sense the international racism that obstructs world peace and the problems that face teachers in pluralistic classrooms are based on the same issues. For this reason the appendixes include one United Nations document, two UNESCO articles, and a brief excerpt from Pearl S. Buck's autobiography. The bibliography lists many materials and resource organizations teachers can use to sharpen their awareness.

Keywords: Class activities, class organization, classroom communication, classroom integration, communication problems, racial integration, school integration, student teacher relationship, teaching guides.

One nation, indivisible? A summary of evaluation findings. Newton, Mass.: Education Development Center, 1969. Pp. 56.

ED 045 460; available from Education Development Center, 15 Mifflin Place, Cambridge, Mass. (not from EDRS)

In 1968 a television-based course of study on racial conflict was used in hundreds of schools nationwide. Five 30-minute films were shown to students in grades 7-12. Other materials were teacher and student manuals, and three teacher training films, the latter showing other teachers going through the film-discussion program in real situations. 4,400 students (18% black) in 200 classrooms in eight states were pre- and post-tested. More data were obtained by 300 student and 20 teacher interviews, 49 classroom observations, and 83 teacher questionnaire evaluations of the course. The program was evaluated in terms of five general goals: 1) increased awareness of the racial problem; 2) increased awareness of the student's own feelings; 3) increased willingness on both sides to consider the feelings and attitudes of the other race; 4) less rationalization of race prejudice; and 5) more dialogue about the racial problem; making it a legitimate topic for classroom study. The statistical analyses are reported in narrative form.

Keywords: Affective objectives, attitude tests, classroom observation techniques, democratic values, human relations units, inservice education, instructional films, program evaluation, race relations, racial attitudes, teacher response, television curriculum.

Orr, P.G. et al. A guide for in-service programs in international education. University, Ala.: College of Education, 1969. Pp. 78.

ED 053 066, MF & HC

This document represents the second phase of a three-phase project on international education and focuses on the study units which were prepared. It is also intended to serve as a guide to the preparation of materials and ways of developing an international dimension to education. The emphasis of the units is on the application of information as a guide to action. Two teaching strategies were employed--unit planning to present information in such a way that the parts form an interrelated and interdependent whole, and the use of written behavioral objectives to provide teachers with an opportunity to determine learning goals clearly. The construction of objectives is explained in detail, as is the selection of content for the teaching unit. Various kinds of direct and indirect learning experiences are considered, and methods of evaluation based on the use of the behavioral objectives. Six sample units are included: 1) "Vocational Agriculture", 2) "Argentina: The Land and the People", 3) "Physical Education Rhythms", 4) "Our Mexican Neighbors", 5) "World Literature", and 6) "Indians of Central America".

Keywords: Behavioral objectives, course descriptions, in-service teacher education, international education, Latin American culture, teacher education.

Parker, L.D. Effects of teacher training in the use of multi-racial elementary school language arts materials. (Ed. D. dissertation.) Boston, Mass.: School of Education, 1970. Pp. 233.

ED 050 101; available from University Microfilms, Ann Arbor, Mich., Order No. 70-22,471 (not from EDRS)

This study investigated the relationship between differential instructional methods, attitudes, belief systems, and performance skills of student teachers trained in different ways to use multi-racial language arts materials which encourage and implement classroom discussion of racial concepts. Three groups (a total of 69 college juniors) were used: the Active Participation Group, trained with a student-centered approach; the Lecture-Written Paper Group, trained with an instructor-centered approach; and the Control Group, which received no training in the use of the materials. Training was conducted for 8 class hours at the end of the first semester. Its application required the student teachers to tape record an assigned creative writing lesson at the end of their student teaching experience in the second semester, using a multi-racial illustration to stimulate the children's ideas. Data analysis indicated no statistically significant differences between training groups in verbal racial performance. Belief systems of treatment groups were not affected by training, but attitudes in two groups did change--the student-centered approach group adopted more progressive attitudes and the control group developed more traditional attitudes. The lecture group did not change significantly.

Keywords: Beliefs, discussion (teaching technique), elementary education, instructional materials, racial attitudes, student teachers, teacher education, teaching methods.

Perlmutter, J. & Stokely, F. Let's get it together: Education and experiences in human relations. Washington, D.C.: Office of Education, 1971. Pp. 275.

ED 092 484, MF & HC

This document is written in two distinct sections by two different authors. The two authors believe that human relations are very important in education and that the teacher (a) must pay attention to process as well as content; (b) should have a bias for group decision making; and (c) is helped by experience with group exercises, games, simulations, and psycho-social learning experiences (PSLE). In the first section of the book, one author relates his experiences as a teacher of educational psychology and describes the difficult but rewarding effort to have students assume responsibility for themselves and their own learning. The second author describes 16 PSLEs he has used in workshops for teachers and analyzes each according to whether its chief purpose is to simulate a conflict situation, a problem-solving situation, a situation involving leadership, or a situation involving a change in self-concept.

Keywords: Human relations, inservice teacher education, interpersonal competence, sensitivity training, teacher education.

Program development project in international teacher education. Towson, Md.: Towson State College, 1971. Pp. 15.

ED 053 061, MF & HC

In the past two years, the Department of Early Childhood Teacher Education at Towson State College has completed phases of program development in studies abroad in four countries--England, Israel, Mexico, and Australia. An essential element of the program is a strategy of progressive development. It is characterized by a preparatory phase in which faculty members tour, study, consult, or teach in a foreign country, and develop personal relationships with a variety of personnel and institutions there. These provide the basis for a second phase, the introduction of a course for students conducted in field studies within the country. Finally, the program is elaborated through the conduct of subsequent courses abroad, the arrangement of faculty and student exchanges, the development of instructional materials, and the involvement of additional faculty and disciplines, all of which constitute a third phase. The program is now in Phase III with England, Phase II with Israel, and Phase I with Mexico and Australia. No special funds have been used for the program; faculty and students travel at their own expense.

Keywords: Early childhood education, field studies, international programs, preschool teachers, preservice education, program development, student exchange programs, study abroad, teacher education, teacher exchange programs.

Provost, R. A follow-up study of the participants from the multi-cultural teacher training institute. Presented at the American Personnel and Guidance Association Convention, Atlantic City, N.J., 1971. Pp. 11.

ED 056 981, MF & HC

This study determined if there were any significant difference in attitudes toward self, towards others, and towards teaching between a group of new teachers who had been exposed to sensitivity training and a group who had not been exposed and also checked differences between pretest, posttest, and follow-up scores. The experimental group of 41 teachers and the control group of 50 were divided into the following groups: total, secondary, elementary, white, black, and Mexican-American. The four instruments used were the Teaching Evaluation Record, Minnesota Teacher Attitude Inventory, Personal Orientation Inventory, and the Philosophies of Human Nature Scale. Findings showed that the experimental secondary group was significantly better than the control group. The total and elementary experimental group were significantly different from the control groups on the Personal Orientation Inventory for the factor inner-directed, existentiality, and capacity for intimate contact. The factors for inner-directed, synergy, acceptance of aggression, capacity for intimate contact, and self actualization were almost consistently significant. There appeared to be a hierarchy of attitudes with change occurring first in attitudes about self and then in attitudes towards teaching.

Keywords: Beginning teachers, changing attitudes, cultural differences, personal growth, sensitivity training.

Racism and education: A review of selected literature related to segregation, discrimination, and other aspects of racism in education. Detroit: Michigan-Ohio Regional Education Lab., 1969. Pp. 100.

ED 034 836, MF & HC

This is a review of research on racism and education. The introductory section carries 33 items (after Berelson and Steiner, 1964) described as general findings from behavioral science research which appeared four years before the Kerner Commission Report. The topics dealt with are: (1) Changing attitudes of students and teachers, which includes: improvement of Negro self-concept, achievement motivation, confrontation approaches, and teacher attitudes and expectations; (2) Curriculum and materials; (3) Decreasing racial isolation, consisting of: improvement of Negro self-concept, achievement motivation, desegregation, and staff deployment by race; (4) Compensatory education; (5) School working with other agencies, comprised of: decentralized lay board of education, other approaches, and pre-service teacher education; (6) Administrative practices; (7) Teacher education, treated in the two parts: pre-service education recommendations, and in-service education recommendations. Fifteen attitude scales and questionnaires are listed as significant evaluation instruments met with in the literature.

Keywords: Compensatory education, decentralization, inservice education, literature reviews, preservice education, racial discrimination, racial segregation, racism, school segregation, self concept, student attitudes, teacher attitudes, teacher education.

Ralston, C. & Lewis, A. Special field reports on school desegregation projects: Hartford, Forrest City, Bernalillo, Dade County. New York, N.Y.: National Center for Research and Information on Equal Opportunity, Columbia University, 1971. Pp. 34.

ED 050 222, MF & HC

These reports from the National Center for Research and Information on Equal Educational Opportunity analyze four school districts differing demographically, geographically, and in terms of local history in order to gather information on the ongoing desegregation projects in these areas. Field trips were made to Hartford, Connecticut, Dade County, Florida, Bernalillo, New Mexico, and Forrest City, Arkansas. The experimental program in Hartford involved busing 200 students out of the city to suburban school systems. In Dade County, a human relations program was set up, in which faculty desegregation was emphasized. The Bernalillo schools instituted an inservice program to increase cultural awareness for teachers -- there being large numbers of Indians and Mexican Americans in New Mexico. After the Forrest City public schools desegregated, workshops for teachers, administrators, supervisors, and counselors were created.

Keywords: Faculty integration, federal programs, integration methods, race relations, racial attitudes, school integration.

Roberts, E. Teacher training for cross-cultural communication. Cambridge, Mass.: Language Research Foundation (Language Research Report, No. 6), 1972. Pp. 16.

ED 060 732, MF & HC

This paper describes a program, initiated during the fall of 1970 by the Language Research Foundation, which develops a curriculum for training teachers in cross-cultural communication. The three-phase project focuses on: (1) research, (2) curriculum development, and (3) curriculum trial-evaluation. Proceedings of a conference held under the auspices of the Social Science Research Council on student-teacher communications are the central focus of this report.

Keywords: Cross cultural training, elementary school teachers, English instruction, minority group children, sociocultural patterns, student characteristics, student motivation, student needs, student subcultures, student teacher relationship, teacher attitudes, teacher education, teacher influence, teaching methods.

Ross, M. (Comp.) Preparing school personnel for an open society; A guide to selected documents in the ERIC collection, 1966-1968. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1969. Pp. 98.

ED 028 156, MF & HC

Abstracts of 166 documents containing information on programs for preparing teachers to teach in an open society are synthesized and presented in this bibliography. The abstracts appeared in "Research in Education" prior to the inception of the Educational Resources Information Center's Clearinghouse on Teacher Education. Part 1 presents summaries of the abstracted documents classified in subject areas: preparing for school integration, preparing to teach minority groups, preparing to teach the urban disadvantaged, teaching adult education to disadvantaged populations, teaching Spanish-speaking pupils, teaching standard English to speakers of other dialects, teaching English as a second language, teaching reading in secondary schools, teaching rural youth, teaching migrants, teaching superior students, and preparing to teach in college. The annotated bibliography appears as Part 2.

Keywords: Adult education, annotated bibliographies, college teachers, disadvantaged groups, English (second language), migrants, minority groups, reading instruction, school integration, Spanish speaking, teacher education.

Rubin, I. The reduction of prejudice through laboratory training. Journal of Applied Behavioral Science, 1967, 3 (1). Pp. 25.

ED 011 102, MF & HC

An experiment tested the hypothesis that increases in self-acceptance resulting from sensitivity training have the theoretically predictable but indirect effect of reducing race prejudice. There were 50 volunteers, aged from 23 to 59, 8 of whom were Negroes. Most had at least A.B.S. degree. They lived together for two weeks meeting in five T-groups, each including at least one Negro. The personality variable investigated was psychological anomy, a feeling of moral emptiness. The total group was randomly divided into two sections. The small group was tested via mail questionnaires two weeks before arrival. The entire group was tested upon arrival and again at the end of the laboratory. Each T-group trainer rated each participant on the questions -- (1) to what extent did the person explicitly discuss race relations, and (2) what was the nature of the individual's focus during the T-group. The results of this study suggested that sensitivity training may be a powerful technique in the reduction of race prejudice, given certain prerequisites. There were suggestions for further study and a list of references.

Keywords: Group dynamics, moral values, personality, racial attitudes, research, self concept, sensitivity training, T-groups, training laboratories.

Shoudel, P.W. A descriptive research study of cooperating teachers and student teachers in biracial situations. Little Rock, Ark.: Philander Smith College, 1972. Pp. 21.

ED 059 980, MF & HC

This study was designed to determine if the attitudes of cooperating teachers toward another race are changed by their experiences with student teachers of the opposite race. Two rating scales were devised to measure the attitudinal responses of cooperating teachers to items of bias. A control group of 33 black teachers and 32 white teachers who had not worked in biracial situations were tested. The experimental group of 42 white teachers and 41 black teachers, who had been assigned student teachers of the other race, were tested before and after the student teaching program. The most dramatic differences occurred between the control and experimental groups rather than among the experimental groups. Accounting for the lack of change among the latter are the previous experiences of experimental group teachers with students of the opposite race and their voluntary acceptance of the student teacher. However, white and black teachers in the experimental group changed their attitudes about the characteristics of children of the other race in a number of areas.

Keywords: Changing attitudes, cooperating teachers, racial attitudes, teacher attitudes.

Smith, B.O. et al. Teachers for the real world. Washington, D.C.: American Association of Colleges for Teacher Education, 1969. Pp. 188.

ED 027 267, MF & HC; also available from The American Association of Colleges for Teacher Education, Washington, D.C.

This broad outline for a teacher education program aimed at creating teachers capable of dealing with children of all races and backgrounds stresses the need for systematized instruction of teacher trainees. After a brief discussion of the importance of differentiated staffing and common schools, the report specifies: the need for and uses of extensive theoretical preparation of the teacher trainee prior to field experience, and cooperation of local schools, community, and college to produce training complexes (attended before internship) where teaching situations are first video-taped, analyzed, classified, and indexed by educators according to situational categories and theoretical concepts and then analyzed by teacher trainees to improve behavioral insight and teaching techniques. Also specified are: types of subject matter knowledge and how these relate and should relate to college courses and teaching; preparation of teachers in governing themselves as a professional group; and the goals and content of perennial teacher education. A memo on financial implementation is included.

Keywords: College school cooperation, concept formation, cross cultural training, educational theories, preservice education, program proposals, racially balanced schools, role perception, school community cooperation, simulated environment, staff utilization, teacher attitudes, teacher education curriculum, training objectives, training techniques.

Smith, K. (Ed.) Desegregation/integration: Planning for school change. A training program for intergroup educators. Washington, D.C.: NEA, 1974. Pp. 112.

ED 098 271; available from National Education Association Publications, The Academic Bldg., West Haven, Conn. (MF only from EDRS)

Western Regional School Desegregation Projects, University of California at Riverside, along with Community Resources Limited, designed and conducted a program to advance our information, knowledge, and ability to plan school desegregation processes. Its purpose was to help narrow the time lag between local politically or court-mandated desegregation--physical mixing of races-- and school integration--positive interracial relations and academic achievement in racially mixed classrooms. The method chosen was to train people who were planning school desegregation in California and other parts of the Southwest to act as school change agents. This meant they learned to direct workers in local schools and communities so as to promote school desegregation and integration and to improve interracial relations. The content of the training program is described.

Keywords: Change strategies, classroom integration, curriculum development, educational administration, educational planning, educational programs, inservice teacher education, integration effects, integration methods, racial integration, school integration.

Sondermann, F.A. Institute in international affairs (Colorado Springs, June 16 - July 25, 1969). Colorado Springs, Colorado: Colorado College, 1969. Pp. 62.

ED 033 070, MF & HC

A six-week summer institute on "Comparative Systems in a World Setting" succeeded (1) in helping 41 high school social studies teachers from 21 states to gain a deeper understanding of contemporary international relations, of the problems and potentialities which reside in the co-existence of over 130 different nations with varying histories, customs, value patterns, and political, social and economic institutions and processes; and (2) in impressing on them the importance of solid teaching of international affairs, of infiltrating international material into their courses, and of their being agents of change in their own schools and systems. A major program strength was the establishment of a professional rapport between college and high school faculty members all of whom were engaged in a common learning situation centering on the transmission of materials, ideas, concepts, and methods which will be applicable in the classroom at both levels. Techniques included use of simulation, slide-tape presentations, and the establishment and use of a resource center. Included is a summary of results from participant evaluation forms and the detailed schedule of presentations and discussions.

Keywords: Training programs, international education, program design, secondary school teachers, social studies.

Sperry, L.T. Changing teacher attitudes toward human relations problems in integrated schools. Presented at the Annual Meeting of the American Educational Research Association, Chicago, 1972. Pp. 4.

ED 061 173, MF & HC

This paper attempts to aid students in communicating and understanding some of their perceptions on human relations with students and teachers of other races and groups and to help teachers understand and show concern for the human relations needs of the students. The method used was an objective and quantified survey feedback. Data were collected from elementary school students and teachers by taped discussions and rating instruments. Portions of these data were presented to teachers for consideration and discussion. Teachers, with the help of a consultant, analyzed the process of interaction among students and between teacher and student. Student feedback data were collected by audiotaping student-le discussions. The six sessions dealt with issues including p judice, equality, stereotyping, myths, and the generation gap. Evaluation summaries of the teacher confirmed the statistical analysis that changes in a teacher's perception and attitude toward students had occurred. Further outcomes which could be expected were a) increased liking among the parties who interact, b) increased pressure for clarifying one's position on relevant issues, and c) increased pressure to implement the new planned changes.

Keywords: Changing attitudes, cultural differences, feedback, school integration, student teacher relationship, teacher attitudes, teacher behavior.

Steelman, C.A. & Murphy, M. J. **Increasing compatibility in desegregated schools between elementary educational practices, the curriculum, and the concept of whiteness.** San Francisco, Calif.: San Francisco Unified School District, 1972. Pp. 41.

ED 085 449, MF & HC

In 1972, the Human Relations Department of the San Francisco Unified School District held a series of five ethnic workshops designed to aid the district in the implementation of racial desegregation. The function of this paper is to develop an "itemized and categorized" analysis of one of the five workshops. The content of the workshop can be divided into the following major topics: (1) The city as a socializing institution and its humanization through social encounter; (2) the traditional role of the public schools; (3) new educational concepts; (4) the legitimation of the authority of the schools; (5) desegregated education; and, (6) implications for educators. A section entitled "Research notes" provides a sociological perspective on such terms as power, educational bureaucracy, and power structure.

Keywords: Educational practice, elementary school curriculum, human relations, intergroup relations, race relations, racial integration, school integration, socialization, urban education, workshops.

Student exchange program. Washington, D.C.: District of Columbia Teachers College, 1969. Pp. 7.

ED 037 418, MF & HC

This paper describes the development of a student exchange program between the State University College at Brockport, N.Y., and the District of Columbia Teachers College in Washington, D.C. Preceded by an exchange of professors from the respective laboratory schools, the program now offers senior year student teachers the opportunity to teach and live in environments with which they have previously had little contact. Teachers from the inner-city college are placed in middle-class white suburban schools, Brockport seniors in inner-city schools of primarily black population. The benefits of the exchange, in terms of intercultural and interracial understanding as well as knowledge of education and teaching, have led to its continuation and expansion during the past two years. In addition to discussing the reactions of students to new conditions and communities, the paper describes the ways in which administrative problems involved in harmonizing different college programs were responded to (curriculum requirements, non-resident tuition, etc.). Follow-up studies on the participants and their post-graduation teaching positions indicate almost unanimous commitment toward involvement with urban education and/or working with the disadvantaged.

Keywords: Cross cultural training, interinstitutional cooperation, preservice education, student exchange programs, student teaching, urban education.

Sullivan, A.R. Cultural competence and confidence: A quest for effective teaching in a multicultural society. Paper for the American Association of Colleges for Teacher Education, Norman, Oklahoma, 1974. Pp. 28.

ED 091 388, MF & HC

In order to develop teachers who are able to provide effective education to all youth in general and culturally distinct youth in particular, it is necessary that teachers have a commitment to the goal of effective education for all and that they meet this goal by demonstrating competence in the manipulation of content in cultural context. Historically, educators have agreed that: (a) affective learning should be stressed as much as cognitive learning; (b) the focus of schooling should be on the development of the student as a social and civic human being; and (c) students should learn the basic values claimed by the "American Culture". However, many would agree that the goals expressed by American educators are rhetoric rather than actual educational practice, especially as they relate to the education of students who are members of minority groups. Competency-based teacher education may be a way of aligning rhetoric whith reality. Examples of desirable teacher competencies are presented.

Keywords: Cultural pluralism, educational history, educational practice, effective teaching, minority group children, performance based teacher education.

Swick, K.J. & Lamb, M.L. A conceptually based social studies model for the training of teachers: Emphasis on improved racial attitudes, knowledges, and activities. Paper presented to the National Council for Social Studies, Boston, Mass., 1972. Pp. 7.

ED 073 023, MF & HC

A model training program for improving racial attitudes and behaviors of future teachers is presented. The long range program goal is to help preservice students become knowledgeable, humane, and capable teachers and human beings. Although the research basis for this paper (cf. ED 073 025) indicated that racial attitudes, knowledge, and activities of every human being are developed over a lifetime, the same research study indicated that teacher education students might gain improved attitudes, increased knowledge, and some formative activities for better relating to children of all races through a training program. The main instructional components of this social studies model can provide students with: knowledge about minority groups, cultural styles of life, the specific learning characteristics of minority groups, and effective teacher behaviors for working with disadvantaged groups. The program includes (1) actual practicum settings in which students can view the various social aspects of disadvantaged children; (2) value development sessions to form positive and humane value orientations toward minority groups; and (3) seminar sessions in which students can discuss issues that are related to children and adults of minority groups.

Keywords: Conceptual schemes, disadvantaged youth, human relations, minority group children, preservice education, racial attitudes, racial discrimination, social studies, teacher attitudes, teacher education.

Swick, K.J. & Lamb, M.L. Development of positive racial attitudes, knowledges, and activities in pre-service social studies teachers. Carbondale, Ill.: College of Education, Southern Illinois University, 1972. Pp. 21.

ED 07[illegible] 025, MF & HC

Information on aspects of teachers' racial attitudes, knowledges, and skill in implementing relevant ethnic-racial activities in the classroom are presented. Major research studies that have examined teacher attitudes toward black and other minority group children are discussed along with information on programs that have attempted to improve teachers' cognitive-perceptual orientation to minority group children. In addition, a description of the program treatment used in this study is presented. The major findings of this study show that: 1) teacher education students hold many of the same ethnic-racial stereotypes held by the general white population; and 2) specifically designed preservice courses dealing with teaching disadvantaged children can provide student gains in information about minority groups and initiate racial attitude changes. The paper concludes with general recommendations and plans for future study.

Keywords: Disadvantaged youth, literature reviews, minority group children, preservice education, racial attitudes, racial discrimination, social studies, teacher attitudes, teacher education.

Swick, K.J. & Lindberg, D.H. An approach to educating teachers to work with the culturally different. 1972. Pp. 7.

ED 090 153, MF & HC

This paper describes an approach for preparing teacher students to teach culturally different students in a creative and effective mode. The approach consists of four components: knowledge, values, practicum, and seminar. The knowledge component recommends that teacher education students learn about cultural styles, specific learning characteristics, and effective teaching behaviors for working with minority group children. Students can gain this knowledge via films and other visual devices, readings, and small-group discussions. The values component recommends that students learn about the values of people from different backgrounds by means of group discussions and analysis of case studies. The practicum component suggests that teacher education students learn from actual contact which can take place in various settings, including public school classrooms, private institutions, and tutoring programs. The seminar component recommends discussion of experiences and problems confronted in the practicum setting and the exchange of ideas for teaching the culturally different. In conclusion, this design is considered to combine the theoretical and the practical in an effective approach for developing creative activities for educating pre- and in-service teachers to work with culturally different children.

Keywords: Cultural differences, cultural pluralism, inservice teacher education, preservice education, teacher education.

Teaching about Africa in the social studies curriculum. New York: African-American Institute, 1972. Pp. 69.

ED 073 977, MF & HC

This report provides an evaluation of a three-year joint project of in-service teacher training for teachers of Africa in the seventh grade Social Studies curriculum in North Carolina. The four major areas of concern were: 1) Cognitive knowledge about Africa (including the dispelling of prevalent myths), 2) Teacher attitudes toward change and change agents in the social studies curriculum, 3) Teaching methods and techniques and, 4) Teaching materials and teacher evaluation of materials. A questionnaire reflecting these major areas was administered to teachers who had attended the two types of workshops - regional meetings and "week-long" intensive workshops. It was found that the project was successful in all four major areas and that both attitude and knowledge increased with exposure to the training.

Keywords: African culture, evaluation, inservice teacher education, instructional materials, media selection, social studies, teacher workshops, teaching techniques.

The Ethnic Heritage Experience: A study guide for workshop participants. Detroit, Mich.: Michigan Ethnic Heritage Studies Center, 1975. Pp. 17.

ED 117 245, MF & HC; also available from Michigan Ethnic Heritage Studies Center, 71 East Ferry, Detroit, Mich.

The Ethnic Heritage Experience, a training program for educators and other persons who are interested in the development of new curriculum, interpersonal relationships, and increased cultural awareness was developed by the Michigan Ethnic Heritage Studies Center, and field tested for one year throughout Southeast Michigan. Participants for the pilot training program were drawn from public and private schools as well as from district administrative offices and universities and colleges. The training program is considered to be designed to increase self-awareness of the multicultural community, and awareness of local and nonlocal resources related to ethnicity. It also provides an introductory historical and social perspective through a series of readings and discussions on ethnic studies, and introduces activities relevant to the development of this discipline in the classroom.

Keywords: Community characteristics, community resources, cultural awareness, curriculum development, ethnic groups, ethnic studies, family characteristics, political power, social factors, study guides, teacher education curriculum, workshops.

Townley, C. (Ed.) The Social Science Teacher, Vol. 4, No. 1, 1974. Association for the Teaching of the Social Sciences, England. Pp. 54.

ED 098 117, MF & HC

This new British journal is a medium of communication for those involved in teaching social science and social studies at the secondary and elementary levels. The first article in this issue, Ian Shelton's "The Sociology of Everyday Life", describes an experimental short course in secondary sociology. The second article, "The Place of International Relations in Training Teachers of World Studies", by Peter Bradshaw and Norbert Briemann, stresses the usefulness of international relations as an area of study from which teachers and students can derive an understanding of contemporary world society. The third article, Roland Meighan's "How Do You Start...?" suggests using attitude scales, self-assessment schedules, and questionnaires to test the adequacy of students' "common sense" ideas about social behavior. Examples given assess attitudes toward immigration, communications, national stereotypes etc.

Keywords: Activity learning, comparative education, experimental teaching, foreign relations, global approach, secondary education, social behavior, social studies, sociology, student attitudes, teacher education, teaching techniques, testing.

Ulibarri, J.E. Developing positive attitudes among Ogden City school district personnel towards minorities. Logan, Utah: Utah State University, 1973. Pp. 57.

ED 084 048, MF & HC

Recent research has shown that teachers' attitudes can be directly related to a child's success or failure in school and that teacher training institutions have often resisted providing experiences with disadvantaged minority students. A sample of 129 employees in the Ogden City School District was taken. A pretest and posttest of the Short Form, Multifactor Racial Attitude Inventory were used. The in-service program consisted of three 125-hour sessions conducted every six months between January 1972 and June 1973. Findings indicated that positive attitude modifications in school personnel can be developed through a Title IV in-service training program; however, classified participants as a group did not show significant change.

Keywords: Attitudes, disadvantaged youth, inservice programs, literature reviews, minority groups, negative attitudes, school personnel, teacher attitudes.

Venditti, F.P. Guidebook for discussion leaders for solving multi-ethnic problems: A simulation game for elementary and high school teachers. Knoxville, Tenn.: Tennessee University, College of Education, 1970. Pp. 109.

ED 044 463, MF & HC; also available from Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York

This booklet is a guidebook for leaders of small group discussions in the Valleybrook Lakemont Simulation Game. The game focuses upon typical problems of elementary and secondary schools with heterogeneous (racial and ethnic) student bodies. The information in the guidebook is confined to a brief explanation of the role of the leader of group discussions, some procedural and general suggestions for facilitating participant interaction, a brief discussion of role-playing, and a series of synopses of both filmed and written problems with related questions or suggestions appended. Incident Response Sheets for participants are also included.

Keywords: Discussion groups, elementary schools, games, integration methods, management games, race relations, racial integration, role playing, school integration, secondary schools, simulation.

Venditti, F.P. Participant's handbook for solving multi-ethnic problems: A simulation game for elementary and high school teachers. Participant's workbook. Knoxville, Tenn.: Tennessee University, College of Education, 1970. Pp. 106.

ED 044 464, MF & HC; also available from Anti-Defamation League of B'nai B'rith, New York

This booklet is a participant's handbook for playing the Valleybrook Lakemont Simulation Game. In this game, the participant tries to deal with simulated problems faced in desegregated schools. The participant either plays the role of Terry Patterson, a new fifth grade teacher in Valleybrook Elementary School, or that of Sandy Johnson, new teacher at Lakemont High School. Information presented to the participant in this booklet includes excerpts from faculty handbooks and student cumulative records. Additional information comes from (1) filmed orientation meetings and follow-up role-play sessions with the principals, (2) the content of the filmed and pencil-and-paper problems themselves, and (3) supplementary written information. A separate workbook of problems for the participant is also included.

Keywords: Discussion groups, elementary schools, games, integration methods, management games, race relations, racial integration, role playing, school integration, secondary schools, simulation.

Venditti, F.P. Program director's manual for solving multi-ethnic problems: A simulation game for elementary and high school teachers. Knoxville, Tenn.: Tennessee University, College of Education, 1970. Pp. 137.

ED 044 465, MF & HC; also available from Anti-Defamation League of B'nai B'rith, New York

This manual has been prepared for the use of program directors who will assume responsibility for conducting the Valleybrook Lakemont Simulation Game. The game is created to give professional school personnel and prospective teachers opportunities to come to grips with typical problems of desegregated schools. It is designed to pinpoint the most real and urgent problems, to generate intense personal involvement in heuristic problem-solving activities, and to promote meaningful human interaction in multi-cultural groups. In the game itself, majority-white elementary and secondary schools have been simulated in which players assume the roles of new teachers. The players practice solving typical problems in desegregated schools, which are presented on film, in written incidents, and through role-plays. The manual itself contains a description of the components of the game, instructions for conducting the game, discussion of administrative activities, and problem materials.

Keywords: Discussion groups, elementary schools, games, integration methods, management games, race relations, racial integration, role playing, school integration, secondary schools, simulation.

Wilcox, S. (Comp.) International teacher exchange. Washington, D.C.: Institute of International Studies, 1973. Pp. 25.

ED 083 157, MF & HC; also available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock No. 1780-01125)

This document is a summary of state regulations and requirements affecting the international exchange of teachers. Included are a summary of state regulations, a table listing exchange policy regulations for all 50 states, and a brief history and description of the U.S. Office of Education's Teacher Program.

Keywords: Intercultural programs, international programs, state laws, teacher employment, teacher exchange programs.

Workshop in cross-cultural education: Summary report and project evaluation. Cambridge, Mass.: ABT Associates, 1969. Pp. 228.

ED 035 487, MF only (marginal legibility)

In June 1969, a workshop in cross-cultural education was held at Stewart Indian School in Carson City, Nevada, for 331 educators of Indian children. Roles were reversed: most professional participants lived as students in a boarding school situation, and over half of the instructors were Indian high school students or recent graduates. The workshop curriculum included courses in Indian language, Indian culture, and teenage culture based on the assumption that pupil-teacher affective communication is a major variable. Two semantic differentials administered on the first and last days of the workshop relating to "How I see Indian students" and "How I see myself" indicated a positive change in participants' attitudes as a result of the workshop. This report describes the workshop planning and implementation and provides overall statistical breakdowns of participants' biographical characteristics and participants' workshop evaluations. Various appendices include course outlines, research findings and recommendations.

Keywords: American Indian culture, cultural education, minority group teachers, participant satisfaction, program evaluation, role perception, student teacher relationship, teacher attitudes, workshops.

Zintz, M.V. et al. The implications of bilingual education for developing multicultural sensitivity through teacher education. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1971. Pp. 76.

ED 054 071, MF & HC

Teachers must be alert to the differences in languages, values, and customs and seek to understand their students as real people. Otherwise the student who must learn English as a second language develops insecurity instead of security. When the acceptable norm in a class has been based on the work of the typical middle-class Anglo, the culturally different student has had failure predetermined for him. Language maturity needs to be assessed in these children in terms of auditory discrimination of all the necessary phonemes, and the habitual use of the correct syntax of grammar. Interaction with the teacher on an individual basis is crucial for the child. If the child understands sound patterns in English, the beginning instruction should be in English; if he understands Spanish, the instruction should be in Spanish. The second language should be introduced systematically but gradually, to develop genuine bilingualism in the student. The bilingual-bicultural program encompasses all the domains of the learning process. The student should acquire the concepts and skills of two languages, and should attain a positive self-image through the understanding of the value of his own culture. At the same time, a multicultural program aims at increasing the appreciation of the contributions of other cultures.

Keywords: American Indian culture, bilingual education, cross cultural training, cultural differences, English (second language), teacher education.

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Abstract card

Bjerstedt, Å. & Gustafsson, E. (Eds.) Towards intergroup and global solidarity via teacher training. Pedagogisk dokumentation (Malmö, Sweden: School of Education), No. 60, 1978.

A number of reports related to teacher training as a vehicle in fostering intercultural awareness, intergroup understanding and global solidarity are listed. For each report a brief abstract is given together with notes on availability. All reports are from the period 1966-1976 and most can be ordered as ERIC documents. The information presented has been collected from ERIC Resources in Education and slightly edited for this issue.

Indexed:
1. Abstracts
2. Bibliography
3. Multicultural education
4. Teacher training

Reference card

Bjerstedt, Å. & Gustafsson, E. (Eds.) Towards intergroup and global solidarity via teacher training. Pedagogisk dokumentation (Malmö, Sweden: School of Education), No. 60, 1978.